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The Physical Educator
of
PHI EPSILON KAPPA

Volume XIV May, 1957 Number 2

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THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
Single copies and back copies are 60 cents. *ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. LINWOOD AVENUE, INDIANAPOLIS 18, INDIANA.*

In the Editor's Corner

Our guest editorial in this issue is written by John C. Thompson, director of health, physical education, and safety, Public Schools, Lincoln, Nebraska.

The Scope of School Recreation

THERE HAS BEEN criticism of the school recreation program, which is alleged to be limited to intramurals for boys and G.A.A. for girls. The critics are apparently thinking in terms of only those activities that come from the school recreation department. Actually, the school program is much broader and includes arts, crafts, ceramics, music, dramatics, camping, festivals, special ceremonies, and other activities that are recommended for a well-rounded recreation program.

Close inspection will reveal that the school administration continues the after school and evening activities under the same departments that provide the instruction during the regular school day; i.e., the music department administers the chorus and the English department produces the plays. In addition to the special department recreation activities, there are numerous clubs and special events sponsored by other teachers, such as the camera club which is sponsored by the science department and the hobby club which is sponsored by the guidance teacher. Some schools require every teacher to sponsor or co-sponsor an activity at least one day a week after school and require every student to join at least one of these activities each year.

In addition to the school sponsored activities, there is a long list of activities sponsored by other community agencies at schools such as the Gray-Y, Y-Teens, Junior Red Cross, City Recreation Department groups, Brownies, Cubs, Bluebirds, and Bumblebees, not to mention a host of others. These agencies have long since recognized the advantages of taking the activities to the students rather than trying to get the students to come to the agencies. At a recent youth activities recognition occasion, the list of activities reached fifty before the speaker apologized for omitting others. It is true that many of these activities are not primarily recreational in nature; however, there are very few meetings adjourned without social and often physical recreation being a part of the programs. Indeed many of the activities, perhaps even some of the agencies, could not exist without a strong recreation emphasis as one of their objectives.

Some of the agencies use the schools only as a convenient place to organize and build memberships. Other groups use the schools exclusively since they do not have their own facilities. Many, perhaps most, community organizations and coordination meetings and programs are held in the schools, as schools are recognized as the focal point of youth activities and recreation. Each of these groups holds special events during the year such as dances, parties and picnics that are 100% recreation occasions. The schools extend their facilities and leadership to recreation for parents at P.T.A. meetings and other special functions, although these activities have apparently escaped the attention of critics who say that schools provide only physical recreation for students. The adult groups nearly always provide social recreation at their meetings.

So it would seem that most schools should be acquitted of this charge of limited, inadequate recreation. Most schools have adequate recreation programs that are broad in scope. There is an increasing trend toward school facilities being made available during afterschool hours, evenings, Saturdays, vacations and summers. Many schools provide programs during these times; others provide facilities for other agencies to use for recreational programs.

Perhaps there are some schools which deserve some of the criticism indicated above. However, the majority of schools in the United States can no longer be indicted for limiting recreation programs to G.A.A. and intramural activities Mondays through Fridays from 3:30-5:00 p.m.!

JOHN C. THOMPSON.

Physical Education Educates!

Karl W. Bookwalter

RECENTLY AN OFFICIAL, high in a State Department of Public Instruction, told a highly select group of state physical educators, "You have no evidence that physical education produces positive results."

As a visitor in that state meeting this author rose to defend the physical education program. Since his remarks aroused disbelief among some, even those in the field, and hope among others, the evidence for his defense is presented here so that doubting Thomas's and those in need of evidence may take heed be they teachers themselves, administrators, state officials or legislators.

Since 1950 a national survey of health and physical education in high schools has been conducted in twenty-five states by over 30 doctoral research workers. Indiana and Wisconsin were among those states scientifically surveyed on the *Health and Physical Education Score Card No. II.* Professor Glen Bonsett surveyed Indiana and his thesis should be soon completed. Dr. Clifton DeVoll surveyed Wisconsin. In every case, the schools were actually visited in the survey.

As a follow-up on the basic surveys, studies were instigated to ascertain if schools rating high on the standards set up in the score card were any more effective in educational results than schools rating average or inferior on the card. Schools in the upper 20, the middle 20 and in the lower 20, when ranked on score card attainment, were asked to cooperate in a program of measurements applied to the students in these respective states and schools. The results and conclusions given herein are made possible by the courtesy of Dr. Robert Calhoun who evaluated the achievement of objectives in the Indiana Schools and by Professor James Joseph Rice who measured the boys in the Wisconsin schools. The entire National Survey, including many follow-up analyses, such as these two, were under the direction of the author, although certain research directors in other colleges, state departments, and state associations did specifically direct the work in several of the studies.

Procedures

Since physical education aims at the total development of the organism through sports and related activities several objectives are sought for. In common parlance the following objectives are the most acceptable, although they may frequently be given more technical appellations: Physical Fitness, Sports skills, Sports understandings, and Sportsmanship.

To have standardized individual tests in each of these levels of development would have constituted a doctoral study for each test. It was, therefore, necessary to utilize existing tests or elements found to have had validity and reliability. Accordingly the following tests were employed:

Indiana

Physical Fitness—Indiana Physical Fitness Test

Sports skills—A battery of validated sports skills in the more common sports found in the programs.

Sports knowledge—Items taken from established knowledge tests in these same sports.

Sports Attitudes—Items taken from Dr. Carlos Wear's Attitudes test and from a similar scale by Dr. Martha Carr.

Wisconsin

The chief deviation in this study was the utilization of the Barrow Motor Ability Test as a substitute for the battery of sports skills. This fine test was held to possess greater validity for the intended purpose.

The two researchers personally gave the tests in indicated schools which would cooperate and in which the program was available to freshman and sophomore boys. Their raw scores were made into sigma scores, $\frac{X-M}{\sigma}$, so that test results in the four different types of learning might be compared directly.

Results

Succintly stated—The achievement of objectives of physical education in both states is directly related to the standards governing the administration of the physical education program except in attitudes, as measured.

These standards dealt with: I The Activities, II Outdoor facilities, III Indoor facilities, IV Locker and shower areas, V Swimming pool, VI Supplies and Equipment, VII Health Service and instruction, VIII Adapted and Remedial Program, IX Organizational Policies, and X The Intramural and Interschool Athletic Programs.

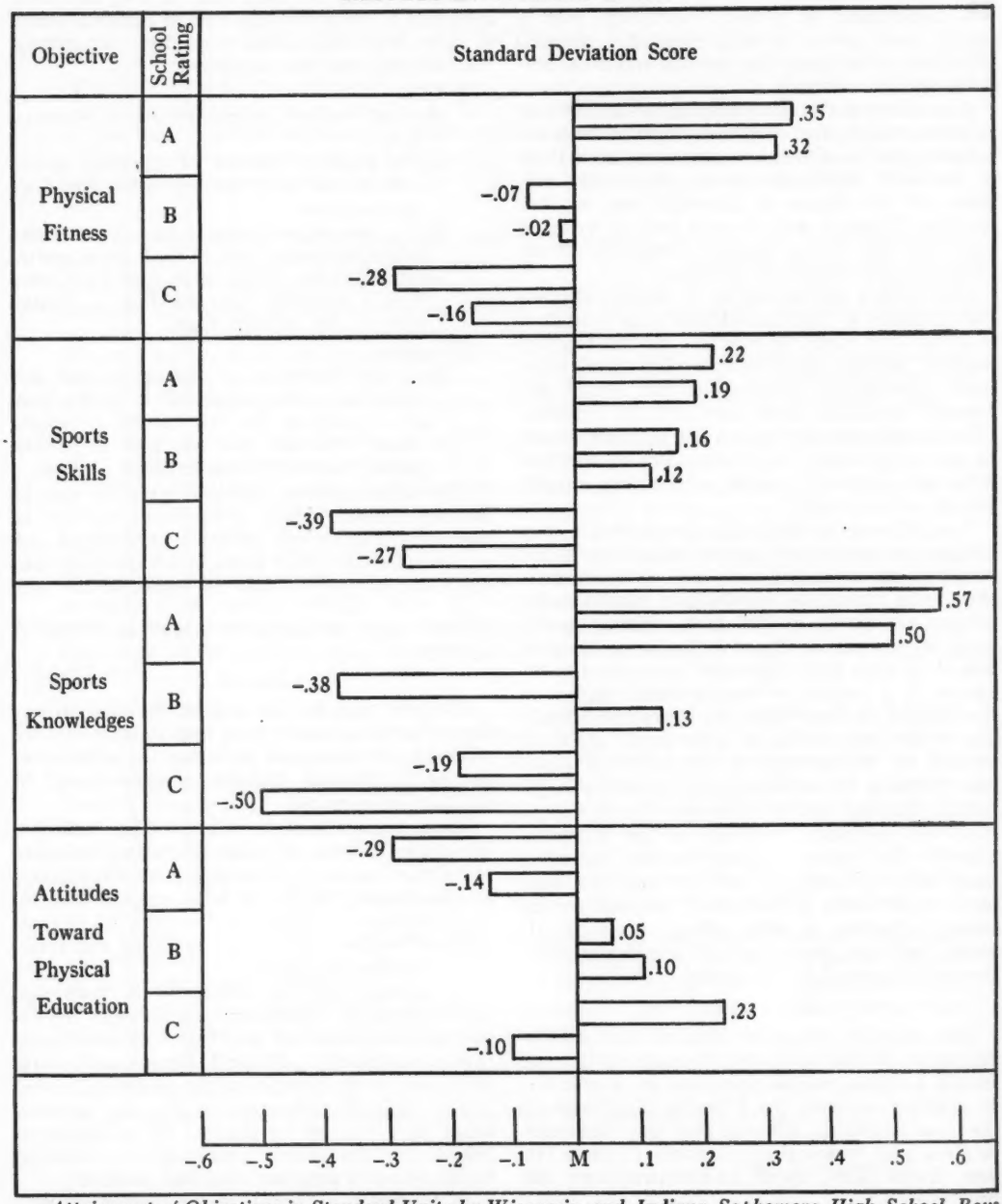
In Indiana, only the differences in knowledge were *statistically* significant, and although the results of the attitude test were high they were inconclusive statistically. Physical Fitness and sports skills were in the direction of the quality of survey scores, although differences of the size obtained might have occurred by chance. (It is difficult to believe that the orderly relationship is unrelated to differences in program conditions, however.)

In Wisconsin all results shown, except for attitudes, are statistically significant.

In the case the unawareness on the part of

school administrators, and our own workers, of the positive results of properly administered physical education is a fault of the researcher, here is the evidence. "Physical education educates," but not automatically. The amount of achievement depends upon the degree to which the total program reaches the indispensable standards of sound administration and instruction.

RESULTS IN GRAPHIC FORM



Attainment of Objectives in Standard Units by Wisconsin and Indiana Sophomore High School Boys in schools rated Excellent (A), Average (B), and Inferior (C) on a Health and Physical Education Score Card, 1954-55.

Recreational Hazards of the School-age Child

W. K. Streit

IN ADDRESSING THE recent National Conference on Physicians and Schools, Dr. Leonard Scheele, surgeon general, United States Public Health Service, stated that among children 5-14 years old 40 per cent of all deaths are due to accidents.

The reason for this is not a vigorous upswing in accident mortality but rather a spectacular downswing in the death rates from the infections of childhood and youth. So when the leading causes of death are brought under control, those which have been attacked with less success move up to take their places. In fact, the 15-19 year olds have not done as well as their younger brothers and sisters in accident prevention.

School Program

Throughout the 12 year program of safety education in the schools, the objective is the building of habits, attitudes, skills and understandings essential to vigorous, happy and safe living. The smallest child must be taught how to meet the hazards of everyday living in his school, at home, in recreation, and on the street where he is a pedestrian or in a vehicle when he is a passenger.

As the child advances through the grades, he is trained to meet environmental hazards with economy and safety of motion and without fear or recklessness. He is expected to develop a sense of responsibility for the safety of others as well as of himself.

After young people have become safety conscious, it is considered far more effective for them to get the practical part of their education in safety as they do the things on the playground and in the gymnasium and workshops and on field trips which call for the use of mechanical safeguards and the physical skills that operate to prevent accidents. Venturesome youngsters are repelled by the idea that being safe means avoiding all risks. Teachers can help their students realize that what counts in accident prevention are the ability to anticipate risks and the willingness to meet them with wisdom and skill.

But skill is not everything. The novice swimmer who stays with his companions is safer than the skilled swimmer who ventures off alone. The novice bicycle rider who picks a safe place to practice is safer than the expert who rides without holding the handle bars or who darts out of a driveway without looking both ways.

Playground Accidents

Most of the school ground or playground accidents occur in unorganized activities while only 10% of elementary school ground accidents occur in organized games. Following are some of the causes of these accidents which we should strive to eliminate:

1. Throwing sticks, stones, glass and other objects.
2. Rough play.
3. Jumping on each other, pushing, tripping, and other unnecessary acts.
4. Climbing walls, fences, lamp posts, fire escapes, gates and building doors.
5. Falls and collisions caused by running aimlessly.
6. Playing games not suitable to the amount of space or the congestion of the grounds.
7. Presence on the school grounds of skates, scooters, bicycles, wagons and pets.
8. Playing with objects in mouth, or sharp objects such as pens or pencils in hands or pockets.
9. Carelessness in retrieving balls which roll into the street.

Some things which may be done to reduce school ground accidents are:

1. Create an organization of students to supervise yard activities and game equipment.
2. Designate definite play areas for selected activities, for special groups and assign room play areas.
3. Cooperate with the custodian in keeping grounds free from glass, nails, bricks, paper, tin cans, and sticks.
4. Devise definite rules for playground behavior during recess, noon, before and after school.

Children in the upper elementary grades are beginning to see the relationship between accidents and their causes and to figure out why mishaps occur. It is important for children to know that throwing a bat may be the reason for another's injury. Often accidents in play are the result of the action of a player other than the injured.

Prevention

Playground safety precautions include regular inspection of apparatus and surfacing, prohibition of any misuse of equipment, elimination of all hazards and securing the cooperation of the children themselves in preventing dangerous practices. Many cities are including safety as a part of their training programs for playground supervisors. The fact that playgrounds are relatively safe is due to a large extent to the integration of accident prevention into the program. While there will always be accidents in recreation because of the very nature of the activity and the frailities of the human body, the main task is to eliminate the preventable types that cause so much pain and sorrow.

Summer Safety

Vacation time seems to be the most dangerous time of the year. Accidents kill more people in the summer than in any other season. During the last few weeks of school, additional emphasis might well be given to the teaching of safety. For most children summer vacation brings increased freedom. Boys and girls will go hiking, picnicking, and swim-

ming, and engage in a great variety of recreational activities, many of these unsupervised. Have their safety attitudes and habits been fixed firmly enough to carry them through the summer months without mishap? Will they wisely choose to do the things that will make their summer month experiences successful and happy, or will their adventures be cut short by accidents? The vacation months afford a real test of the effectiveness of the safety education program.

Since the majority of city children will spend the greater part of the summer in the city, the greatest hazard encountered will be the automobile. Statistics indicate that 50% of all traffic accidents involving school children occur during the summer months, and that 50% of these accidents occur within a block of the child's home.

In camping there are many accident hazards which may ruin the camping trip or cost a life. Panic when lost in the woods, snakes, fire, water, climbing, poisonous plants, firearms, and cutting instruments are sources of danger which must be considered on a camping trip. Some dangers can be eliminated; others can be avoided. Competent supervision here as in other recreational activities is of prime importance.

Health Services

School health service programs through periodic examination by a physician and referral by the classroom teacher, have an important stake in safety education. By reason of these periodic checks, the parent and physical education teacher are informed of any deviation from the normal and are requested to modify the activity program accordingly. Students participating in inter-school sports are required, in most school systems, to have a physician's approval before strenuous conditioning sessions are begun. It is important to have a physician in attendance at all football games and on call for other sports contests. One or more persons in each school should be qualified to give first aid and one or more first aid kits properly stocked should be available in each school. The same holds for playgrounds, Boys and Girls Clubs and recreation organizations, and summer camps.

Information on the unsafe acts and unsafe conditions causing accidental deaths and injuries to students is essential to the planning of an efficient safety program. In some communities it has been found that young and old do not "play safe" because there are no adequate recreational facilities. Children play in the streets, boys go swimming in treacherous rivers and lakes, sleds coast down hills into traffic—all because adequate provision has never been made for proper space and facilities to encourage wholesome recreation under safe conditions. This is particularly true in congested and blighted areas.

Accidents affect the city's hospitals and, like disease, cost the taxpayers money. Free hospital care, nurses, ambulances, relief for families when the wage earner is injured, are often the result of unnecessary accidents.

A community accident survey in which ten hospitals cooperated over a six month period, was designed to provide a blue print for action based on new knowledge of accidents experienced by residents of Cincinnati and Hamilton County. Some of the findings are these:

55% of the 15,730 accidents occurred in the home.
11% were non-traffic and 3.8%, school.
61% of the victims were male.
27% occurred in the 25-44 age group with 23% in the 5-14 age group.
Injuries to head, lower extremeties, hands and fingers led in body parts affected.
Yard and garden led all home accidents.
Of the 1,740 non-traffic accidents, 45% were sports participants and 2% sports spectators.
Of the 600 school accidents, 41% occurred on the grounds, 26% in the gymnasium, 25% in the building and 8% in shop or laboratory.
Most of the home accidents were from falls, cuts, blows and burns.
Falls, blows and cuts also accounted for most of the non-traffic accidents and school accidents.
Most of the non-traffic accidents occurred on Sunday and Saturday. The school accidents were about equally distributed over the five days of the school week.

The Sports Program

Competitive sports are increasingly popular in schools and in other organized groups. They are undoubtedly being made safer through improved protective equipment, good coaching, well-kept playing fields and improved neuro-muscular skill developed in better physical education programs. Other enjoyable, healthful activities like swimming, boating, camping, fishing and hunting pile up many accidents each year to spoil a lot of fun and take some lives. However, they can be made safe through improved skill, more knowledge, proper equipment and keeping on the alert for danger.

Sailing, canoeing, rowing or motor boating demand skill and knowledge, strength and sense, and call for "know how" relating to wind and the power of the engine, currents and surf, weather and water. Whether swimming, boating or fishing, one should have the greatest respect for water.

Approximately 6,200 persons in the United States drowned in 1954. About 3,200 of these were swimming or playing in the water. This is an appalling waste of life. Learning to swim should be a must for pleasure, for exercise and for the built-in safety device it affords.

By knowing and following simple rules while hunting or fishing, accidents can be avoided. In skiing and tobogganing accidents are usually the penalty of clumsiness and ignorance. These are rough sports and require a good teacher who pays atten-

tion to safety as well as skill. Skating may be dangerous because of the uncertainties of the ice. Sled riding is good fun but also requires vigilance and common sense.

The recreational hazards in all of the above mentioned sports are fairly well known and would require a considerable amount of space just to list them.

Teenagers in the Annual Cincinnati High School Safety Institute made the following observations relating to recreation safety:

How, when and where to play is important in avoiding accidents.

HOW —Skills and rules must be learned.

WHEN —Take into account weather conditions, health skills and rules.

WHERE—In places provided for the purpose; practice simple courtesy; have organization in play, including a leader of your own age or older.

"We should know the unfavorable conditions which make river swimming dangerous—bad weather, strong currents, debris; also, pollution from waste of chemical plants and factories. Quarries too are extremely dangerous. In their places, more municipal pools should be provided for adults. People will look to the neighborhood pools for enjoyment rather than swimming in the river.

"Before you go canoeing, know how to handle a canoe under all conditions. Know how to get into a canoe. Be sure to watch the weather. Always head into the waves. All kinds of boats should have lights for night boating. If your boat should happen to turn over stay with the boat until you are saved. Have life preservers in the boat. Try to prevent mishaps by knowing how to handle the boat. Don't go boating unless you can swim.

"Water skiing can be a dangerous sport if not supervised. Operating small water craft isn't as easy as it looks. General precautions for river and lake safety are:

Avoid excessive drinking and nonsense.

Use courtesy and common sense—know the rules.

Supervision is necessary and law enforcement should be more rigid.

"It was generally felt that the Physical Education Departments in schools should do more to teach recreation safety. The reasons for having safety rules and the importance of obeying them should be brought out.

"In all kinds of sports you should be sure to have the right equipment. Defective or inadequate equipment may cause injuries. You should be trained in the sport. Most accidents in sports occur when the person is tired. It is important to be in good condition.

"Good sportsmanship and courtesy were emphasized in sports and recreation. If we would do unto others as we would be done by them, many accidents and injuries would be prevented on the playing fields, courts, woods and water areas. Just as in "Defensive Driving," we should be our brother's keeper and always watch for others.

"Showing off was suggested as the major reason for many sledding accidents, although the group agreed that there are not enough streets blocked off for the sport. It was also decided that the sleds should be in top condition.

"The students suggested that we should set good examples to younger students and thereby make them aware of the fact that they are responsible for the safety of themselves and others.

"We decided that carelessness is the root of all accidents."

As you re-read the suggestions in this article, evaluate your own school and community situation. Perhaps a start can be made this spring in developing a year round program in safety.

DISCUS THROWER

S. F. Caldwell

Standing
Bone, sinew, muscle
Massive and mighty
Dormant strength hidden
Waiting

The golden plate
Dazzling!
Searching for the master
O mighty Olympus!
Home of the gods

Facing the multitude
Warrior of the heavens
Waiting for destiny
Awe inspiring
Silence!

Hurtling!
Turning, twisting, spinning
Imprisoned power
Striving for release
Upward!

Two thousand years
A call answered
Out of the circle
The roar of the crowd.

A Recreation Equipment Loan Service

Edward K. Capen

IT IS GENERALLY agreed that two of the main tasks of the physical education teacher are to teach sports skills, and to promote participation in sports. For the most part, we find a pretty good job being done in the area of teaching but in the promotional area the opposite is all to often true. In fact, there are some educational institutions where sports participation for recreational purposes is made so difficult that it appears as if it were being discouraged. This paper, a report of a successful recreation equipment loan service, was prepared with the hope that it would serve to stimulate others to instigate a similar service for their students.

Loan Service

The University of Tennessee was interested in promoting and offering recreational activities for the students so the Department of Physical Education and Recreation sponsored two or three parties each quarter, operated a Saturday afternoon recreation program, sponsored various recreation clubs, and furnished the service of loaning to students various items of sports and recreation equipment. The writer was responsible for the administration of the recreation equipment loan service, hence this report will be concerned with only this area.

Cost

The first question that will probably enter the minds of most readers is concerned with the cost of such a program. In this case, most of the money came from the regular operating budget and rarely amounted to more than three hundred dollars each year. The students paid nothing for the use of borrowed equipment. Lost equipment or equipment damaged through negligence was paid for, however, by the responsible student. This type of action normally occurred not more than five or six times per year.

The growth of this service took place rather slowly. In 1948 the number of different items for loan to students totaled seven, e.g. basketballs, footballs, horseshoes, ping pong equipment, shuffle-

Water skis, tow ropes and life jackets are available and are very popular with the students.

Students enjoy the boat and motor for picnicking, fishing and cruising.

board equipment, volleyballs, and softball equipment. Since 1948, one or two new items of sports equipment were added each year until there were more than eighteen different types of equipment available for loan.

Development

During the early stages of this recreation equipment loan service, only those items of sports equipment that were normally used in physical education classes and were known to be successful for loan use were made available for loan. Each new item of equipment that was subsequently added was placed in service on an experimental basis for a year or two years to determine its popularity and relative cost. For example, four casting rods, reels and lines were purchased in the fall of 1953 and after a year of considerable use it was found that the rods and reels showed little wear, probably not exceeding one-fifth or one-sixth of the normal life of the equipment. Based upon this satisfactory experience, two additional rods and reels plus tackle boxes, lures and minnow buckets were purchased for permanent loan purposes. During the spring of 1955 one pair of water skis was acquired for loan and again this item proved to be most popular and not particularly expensive. It is estimated that the normal life expectancy of the skis for loan will be between three and four years which will result in a yearly cost of approximately seven dollars per pair of skis. Again, after one successful year, the Department of Physical Education and Recreation now loans three pairs of water skis.

The last item of equipment to be included on an experimental basis was an outboard motor and boat to be used for fishing, cruising and shoreline picnics. A system of utilizing an outboard motor boat operators permit which involved a short written test and a practical test was set up.[1] The boat and motor supplied over one thousand student hours of participation during the experimental year. It was expected that the boat and motor would be used to a still greater extent during the second year.

Conclusion

Although accurate records for the year 1948-49, so far as the number of loans was concerned, are not available, the number of individual loans and the total number of student hours of participation increased by a rather high percent. The average cost per year of new equipment and replacement of worn out equipment was approximately three hundred dollars which resulted in a cost of three cents for each student hour of participation. It appears that this cost is rather a small investment in providing student recreation and the promotion of sports participation.

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[1] Ladner, Mary Jane, and Edward K. Capen, "Thousands of Students Learn to Swim and Fish," *Tennessee Conservationist*, State Dept. of Conservation, Nashville, April, 1956.

About the only pleasure some folks get out of life is being perfectly miserable.

Better Citizens From Physical Education

Neal H. Hesche

EDUCATION MUST PLAY an important role in the develoment of understanding and knowledges of democratic living. In the objectives established by the National Education Association, citizenship was a specific objective in the over-all school program. The objective of civic responsibility was one of four principal objectives established by the Educational Policies Commission in 1938. These two sources have been the leaders in establishing objectives for education in the past three decades and justify that such an objective as citizenship should be the partial responsibility of the school.

Physical education offers a rare opportunity to further the students' concepts of democracy and place into actual practice the principles of the form of government which is enjoyed in this country. Civics or American Government classes can teach the Declaration of Independence and the Constitution, but organized participation under correct supervision in physical education can make these impressions become a deeply ingrained reality.

Where to start teaching citizenship in the physical education program is the first summit that must be successfully mounted if the student is to realize the full benefits of such a program. There are four routes over this obstacle which can be explored.

How Planned

The first avenue is in the administration and organization of the program. In this capacity physical education offers a plan of organization which is unequaled in the other academic fields of education today. The program is organized upon the concept of an equal opportunity for all the students who are taking part in it. The program has three levels: the service class or regular gym class which is for every student regardless of skill ability, the intramural program for the semi-skilled student who wishes to continue those activities of the regular class, and finally the varsity competition for the highly skilled or exceptional student. This democratic program of the physical education program offers advantages to all the students, not just the gifted or dull, but offers a chance to participate in one or more of the three separate programs to satisfy the needs of the individual.

Along with this program many high schools and most universities offer a course in individual physical education or physical education aimed especially for the student who has some disability that prohibits him from participating in the regular program. This democratic concept of the organization and administration of the total program is certainly a good start towards the successful teaching of citizenship.

Objectives

An administrative aspect to be considered in the teaching of any subject is the objectives of such a course. If citizenship is to be included in the study of any subject then it must be included in the objectives. Consider for a moment the objectives of the physical education program to observe if citizenship is considered as part of the curriculum.

Sharman states the aim of physical education as:

> . . . to influence the experiences or perhaps to the extent that each individual within the limits of his capacity may be helped to adjust successfully to society, to increase and improve his wants, and to develop the ability to satisfy his wants.[1]

Sharman further states that the objectives of physical education are:

> 1. To provide opportunities for controlled participation in physical activities that will result in educational experiences.
> 2. To develop the organic systems of the body, to the end that each individual may live at the highest possible level.
> 3. To develop skills in activities and favorable attitudes toward play that will carry over and function during leisure time.[2]

Kozman, Cassidy, and Jackson list as social objectives the following:

> To develop socially acceptable and personally rewarding behavior in and through relationships with others in physical education activities. To acquire enthusiasm, skills and rich resources for leisure time activities.[3]

Sehon, Anderson, Hodgins, and Fossen list the following objectives which are directly related to the teaching of citizenship in physical education:

> Education in terms of betterment of character and personality. (Desirable standards of conduct can be gained only by living, working and planning together.)
> Education in terms of improved cultural status. (Developing attitudes of appreciation of physical activity.[4])

These objectives as stated by the leaders in the field certainly show a definite aim at the teaching of citizenship. Certainly these men and women can not be repudiated and their continual striving to develop good citizenship through physical education shows the values which are the goals of the program.

The Staff

Still another administrative aspect of the program is the staff teaching the program. Certainly a democratic staff with a democratic administration is a demand of a citizenship program. Without one the other can only exist in theory and never in practice. This staff will have to have an adequate background in their subject field, and a definite understanding of

the teaching of citizenship. Cooperation on the maximum level under ideals of our culture are necessary to achieve the objectives of the program.

Faculty-Student Cooperation

Another problem is concerned with the full cooperation of faculty and students in all activities. There are three aspects to be considered in this respect: one, interstaff relations; two, interdepartmental relations; and third, student and faculty relations.

Interstaff relations must be democratic in nature and use principles which are essential in our culture. The staff cannot exist under a dictatorial or autocratic control and try to preach the values of democracy to their students. This would be smiling out of one side of one's face while frowning on the other. The administrative head must use the principles of society in his staff organization and administration.

Interdepartmental relations are more important yet. If the physical educator is not fully conscious of the position of the other members of the school staff and their relationship to the total output of the school then he is definitely not operating under the correct principles of democracy. He must be responsible to deal with other staff members in a manner which involves the concepts and beliefs of the culture in which the school operates. Close interdepartmental relationships are essential if the citizenship aspect of the school and its environment are to be taught. Many times the physical educator will be called upon for interstaff duties and he must cooperate to his upmost and with a recognition of the problems of others as well as himself.

The teacher in his relationship with the students must reflect the principles of democracy in order to be successful not only in his teaching but in the many opportunities which he has to guide children between class or before and after school. He cannot practice the concepts of democracy during the class period and not in his extracurricular relations with the students. The reverse is also true. He must be fair with the students at all times. A long dissertation on these various aspects of his personality and teaching procedures could follow, but many studies and text books can be found to reflect this phase of teaching.

Developing Interest

A place to start the teaching of citizenship is through the making of instruction and materials more interesting to the student. This can be done in physical education by five different methods:

Improved methods: Many opportunities exist for the improvement of the methods involved in the teaching of physical education where democratic ideals can be utilized to bring about a better learning situation. This field is open to research of the future. Certainly the democratic ideals of our culture can be incorporated in many respects into the methods of class organization and methods of teaching.

Student leaders: In class organization the utilization of student leaders is a definite attribute to the class as well as to the development of good citizenship. Rotation of the student leaders or election of the same would be of definite social value to the student. Many implications can be developed through this type of class organization.

Co-educational physical education classes: This area has tremendous opportunities for the teaching of citizenship in the school. Classes dealing with dance can teach the proper boy-girl relationships, courtesy, and proper ways to carry on co-educational activities. Organization of class activities will have carry-over value into later life.

Variety of activities: By offering a wide variety of activities to the student it offers him an individual choice as to the sports and leisure time activities he may utilize to make better use of his spare time. The use of a variety of materials also makes the class interesting to all the students, as the large number of activities will satisfy all the needs of the numerous types of youth.

The individual program: This is a relatively new area of the field of physical education but offers to the handicapped individual a chance to participate in worthwhile experiences which may help to correct some handicaps and show the avenues of pleasurable experience to the person with a permanent defect. This area can make good citizens out of students who would be a burden on society for the remainder of their life.

The School and Community

The last avenue of approach to the field of citizenship education in the physical education program is the role of the school in community activities. The physical education program can do this by:

Gym nights: The values of the physical education program through student organization, student activity, and student cooperation can be demonstrated to the general public. This avenue will explain many of the concepts of the program and its values in the educational system in a democratic culture.

Varsity competition: The concept of the best and most deserving reaching the top and accomplishing the most from his capacity is a concept of our culture, and the varsity competition furnished by the physical education program is another method of enhancing the individual, and demonstrating the values of sports and athletics in our democratic school systems. This competition also teaches the principles of fair play, sportsman-

ship, and obedience of rules which are all concepts of a democracy.

Leisure time activities: The school can point the way to acquire skills which are essential to happy living in the machine age with its vast amount of leisure time for the individual.

Intramurals: This field offers a wide area of competition such as the varsity program except on a lower skill level and therefore can develop the same democratic concepts in the semi-skilled individual. Intramurals give opportunities for democratic action by the numerous group decisions needed to have successful teams. Also, the individual has an opportunity to organize teams under proper guidance and not only play the game but become an official and direct the proper playing of the contest.

Recreational activities in the community: Through the physical education program many of the community recreation facilities can be explored and opportunities shown the students for recreation which were unknown to them. The school can show the various forms of leisure activity which are available to the person in the community and develop the correct concepts of how to spend leisure time and not leave this decision to the student who may choose the path to delinquency.

Considering the future: Since many of the present day high school boys are entering the armed services of the government, the physical education instructor has an opportunity to develop the health and the strength of these individuals so as to permit them to take their place in society, whether it be soldier or civilian.

Concluding Statement

The opportunities for teaching democratic practices and principles are unlimited in a physical education program. It will be achieved only if the instructor is conscious of the aims and objectives of his program in regards to citizenship in the total physical education program.

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[1] Jackson A. Sharman, *Introduction to Physical Education* (New York: A. S. Barnes and Company, 1934), p. 65.

[2] *Ibid.*, pp. 66-67.

[3] Hilda Clute Kozman, Rosalind Cassidy, and Chester O. Jackson, *Methods in Physical Education* (Philadelphia: W. B. Saunders Company, 1948), p. 20.

[4] Elizabeth L. Sehon, Marian H. Anderson, Winefred W. Hodgins, and Gladys R. VanFossen, *Physical Education Methods in Elementary School* (Philadelphia: W. B. Saunders Company, 1948), pp. 20-21.

THE GOOD TEACHER REQUIRES:

Physical vitality. I will try to keep my body well and strong.

Mental vigor. I will study daily to keep my mind active and alert.

Moral discrimination. I will seek to know the right and to live by it.

Wholesome personality. I will cultivate in myself good-will, friendliness, poise, upright bearing, and careful speech.

Helpfulness. I will learn the art of helping others by doing helpful things daily in school and home.

Knowledge. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

Leadership. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

These things will I do now that I may be worthy of the high office of teachers.

—The FTA PLEDGE.

Why Have a May Day?

Albert J. Isler

WHAT ABOUT SPECIAL programs? The answer sometimes is "I have enough to do during the spring besides teaching activities for a May Day program". Or a pertinent question may be raised.

"Are demonstrations really worth all the time and effort that go into them?"

In the minds of many school administrators and physical educators the old familiar May Day program is obsolete. Some feel that it is too time consuming and that it doesn't contribute anything significant to the educational development of the child. The purpose of this article is to introduce a type of May Day which was presented with success at McKinley School in Cincinnati, Ohio.

"Good Health for Better Living" was the theme of the program. It was presented as a salute to the fields of health, physical education, and recreation. The plan was to show how each field contributed to good health for better living. The program was held on the school playground with all of the six hundred pupils participating.

After the crowning of the May Queen the theme of the pageant was presented in its three main parts as follows:

Health Education

This portion of the program began with a second grade class performing a "Dance of the Happy Teeth" in which dental health was cleverly stressed. The kindergarten followed with "Milk, the Almost Perfect Food". They demonstrated tricks which only strong children, who drank milk, could do, and gave a pantomime of the farmer and his friendly cow.

Two of the first grades cooperated very nicely with interesting numbers entitled "O Happy Sleep" and "The Doctor Is Our Friend". The special class of slow learners arrived on the scene dressed as germs and gave a remarkable skit called "Germs Hate Soap". A sixth grade class, in bright colored costumes, did a creative dance demonstrating basic seven food groups. Each child was dressed as a different food.

Dutch Dance

Queen and Court

The voluntary health agencies in the community were made a part of the health aspect by a second grade presentation of "The American Red Cross on Parade". Other agencies were represented by a precision drill of fifth grade girls called "The March of Dimes", and a Sword Dance by the fifth grade boys by the name of "Fight Cancer". The girls were costumed in large silver discs representing dimes, while the boys were dressed as soldiers who defeated the large dummy, "Cancer".

Physical Education

The seventh and eighth grade girls, attired in their blue gym suits, performed a series of exercises done to music. Several folk dances were presented by other classes. Then, the boys of the upper grades gave a thrilling demonstration of tumbling and pyramids.

Recreation

Various recreational activities were shown by the sixth grade boys. These were marbles, softball, table tennis, painting, model airplane building and shuffle board. A square dance was performed by another intermediate grade. This created a twinkle in the eyes of many of the parents present in the audience. The fact that the playground is asphalt made possible a "Skater's Waltz" number. The seventh grade girls did a delightful number on roller skates. The eighth grade girls, not to be outdone, presented a "History of Ballroom Dancing." This necessitated many quick changes of costumes since the girls danced the minuet, polka, waltz, Charleston, "jitter-bug" and ended with an exotic mambo. The finale included a clown number on the parallel bar by the seventh and eighth grade boys and the May Pole Dance.

Mexican Dance

A Health Fair

In addition to the program presented by the pupils, a Health Fair was held on the school grounds. Excellent cooperation was received from most of the voluntary health agencies in the city. Several booths were erected on the playground where each agency set up its display. The purpose of this fair was to acquaint the parents and children of the many health services that were available to them. The following agencies took part in the fair: American Red Cross, National Foundation for Infantile Paralysis, American Cancer Society, The Anti-Tuberculosis League, American Dental Association, Cincinnati Health Department, and the Heart Association of Greater Cincinnati.

Concluding Statement

All the costumes and scenery were made by the pupils. This represented a well integrated program utilizing all departments of the school. The festival was particularly remarkable in the fact that every child and teacher in the school had a part in its planning and producing.

It is felt by the author that "Good Health for Better Living" was a worthwhile activity which brought about a more functional use of health, physical education, and recreation as a vital factor in the lives of the pupils. The hope is that the program made a lasting influence on the attitudes influencing the health of these future citizens as well as on the parents who witnessed the performance.

PET PEEVES OF AN EDITOR

—here are 7: you add more

1. Manuscripts which begin, "The preservation of democracy depends upon the total intelligence of all its members. . . ." and ends by describing how Central High School developed a new 5 x 7 form to record classroom savings funds.

2. Manuscripts which begin jauntily, "This is the story of Teacher Alma Smith," but forget all about her in the second and subsequent paragraphs.

3. Manuscripts which "document" nearly every other sentence by a footnote.

4. Manuscripts which include statistical tables to which there is no reference in the text.

5. Manuscripts which seek to brighten their dreary paragraphs by cute alliterations, such as "Personal philosophy, properly promulgated, promote and preserve precious personality"; or with verses written by Anonymous.

6. Manuscripts, purportedly original in idea and content, which turn out to be summaries of last year's yearbook of some professional organization.

7. Manuscripts which the author signs Dr. John Smith, Ed. D., both at the beginning and at the end so there will be no mistake regarding the author's scholastic achievements.

Oregon Pilot Physical Fitness Project

H. Harrison Clarke

AS A CONSEQUENCE of the repeal by the 1954 State Legislature of all laws affecting health and physical education in the public schools of Oregon, the Oregon Association for Health, Physical Education, and Recreation took positive action in formulating a physical fitness program in the schools of the state. Cognizance was taken of other important objectives of physical education, namely, social efficiency, athletic skills, and recreational competency. However, emphasis on the physical fitness aspect of this field was considered basic to the proper growth and development of boys and girls. This emphasis was also timely in view of the statistics released by Dr. Hans Kraus to the effect that European children were vastly more "muscularly fit" than United States boys and girls. Subsequently, the contemplated program was given added stimulus in the expressed concern for the physical fitness of our country's youth by President Dwight D. Eisenhower. A Central Physical Fitness Committee was appointed by the Oregon Association to deal with this problem, with Theodore Schopf, Southern Oregon College, as chairman, and with the writer in charge of field work.

Adoption of Pilot Physical Fitness Program

The following three basic premises for creating an effective physical fitness program for boys and girls in Oregon schools were adopted:

1. The program should be directed toward boys and girls who are subpar in fundamental physical fitness elements.
2. The program should be based upon the identification of such individuals through the use of valid tests.
3. The program should be designed to meet the individual needs of each low fitness individual.

Seven basic steps were adopted in the realization of a fully effective physical fitness program. They were:

1. Discover boys and girls with special deficiencies revealed by medical, sensory, nutritional, and psychological tests and examinations.
2. Identify those who are below adequate standards of body strength through administration of Physical Fitness Index (PFI)* or other equally valid tests.
3. Determine causes of low physical fitness in individual cases by use of case-study procedures, living-habit surveys, personal interviews, and supplementary tests as indicated.
4. Relate these factors to the individual's somatotype, mental aptitude, and success in school.
5. Provide individual physical education programs, utilizing the following as appropriate in each case: proper kind and amount of exercise; health guidance; relaxation procedures; methods and activities selected to provide social, psychological, and emotional adjustment; and medical, psychological, and other referral as deemed advisable.
6. Repeat appropriate tests at proper intervals to check on progress made by individual pupils.
7. Re-direct programs in individual cases in the light of re-test results.

* The PFI battery consists of four muscular strength test (right grip, left grip, back lift, leg lift), two muscular endurance tests (pull-ups, push-ups), and lung capacity. A Strength Index is obtained as the sum of the seven scores. The PFI is a score derived from dividing the achieved Strength Index by a norm for the individual's sex, age, and weight, and multiplying by 100. The median PFI according to the norms is 100; Q-1 and Q-3 are 85 and 115 respectively.

The Central Committee decided to set up pilot physical fitness programs in at least one school in each of nine areas of the state. Actually, the following eleven high schools participated on this basis during the initial year: Eugene, Springfield, Willamette, Salem (North), Portland (Roosevelt), Pendleton, Baker, Coos Bay, Roseburg, Medford, and Klamath Falls. Acceptances to serve as pilot centers were given by the respective superintendents of schools.

Testing teams from the University of Oregon assisted in the establishment of the pilot programs. Initially, one day was spent in each school, at which time approximately 100 boys and 100 girls, preferably from the sophomore class, were given the PFI tests: At this visit, too, clinics were conducted to train testers and seminars were held to consider appropriate follow-up procedures for those with low PFI's as applied to the local situation. Three months later, the teams returned to re-test the same students, so as to evaluate the progress made by the various centers. At this time, the local physical educators were able to help with the testing, and additional assistance was provided by the faculty and major students of other colleges and universities when the testing was done in their respective areas of the state. Thus, the following colleges participated: Southern Oregon College, Oregon State College, Willamette University, Portland State College, and Lewis and Clark College.

Results of the Fitness Project

PFI Tests

The results of the PFI testing in the Oregon fitness project are summarized below.

1. The median PFI for the boys in all schools was 108 at the time of the final test; this is a gain of 10 points over the initial tests. The highest median for a single school was 120 at Roseburg, up 18 points over the first test; the median at Medford was 118, a gain of 15 points. Only one school had a median PFI for boys below 100 at the close of the project.
2. The girls' median PFI reached 106 on the re-tests, a substantial gain of 13 points. The highest median was 118 at Coos Bay, an increase for this school of 22 points. The girls in only one school re-tested below median 100. It was generally agreed that the girls displayed some

hesitancy in taking the tests the first time; however, this had mostly disappeared on the re-tests, the girls showing much greater interest and effort.

3. Actually, the most important scores in this analysis are the first quartile and tenth percentile, as it is with the low PFI boys and girls that the Oregon state association's project is aimed. The Q-1 which represents all the schools for the boys was 98 on re-tests, a very strong gain of 14 points; in fact, this figure equals the first-test median for all boys. The highest Q-1 for the boys was 107 at Roseburg, a remarkable performance in such a short time; at Medford, the Q-1 was 105 on the re-tests. Three schools had Q-1's above 100, while two others were close to this figure.

4. In general, the girls' Q-1 made a solid gain of 12 points, from 77 to 89, although these results were not as high as for the boys. Coos Bay made a pronounced increase of 22 points, from 76 to 98; the final Q-1 for the girls at this school exceeded their median on the first testing.

5. The P-10 PFI for all boys rose from 70 to 81, an increase of 11 points. Roseburg registered an excellent performance with a P-10 of 99, nearly reaching the national median; thus, only about 10 per cent of their boys were below 100. Only one school failed to increase their boys' P-10 score.

6. The P-10 PFI for all girls rose from 64 to 77, a gain of 13 points. The highest P-10 was 81 at North High School, Salem. A number of other schools clustered close to this figure: 79 at Coos Bay, 78 at Klamath Falls and Medford, and 77 at Pendleton. Only one school did not register a gain in the girls' P-10 score.

7. Again, several excellent Q-3 PFI's were obtained on the re-tests, as contrasted with the normal expectation of 115. For the boys, these were 130 at Roseburg, 129 at Medford, 127 at Klamath Falls, and 124 at Willamette. The overall gain for boys was 10 points, from 109 to 119.

8. For the girls, high Q-3 PFI's of 140 and 134 were achieved at Coos Bay and Roseburg. Other high figures were 127 at Klamath Falls and Baker; 124 at Pendleton; and 123 at Medford. The Q-3 for all girls was 124, up 14 points from 110 on the initial tests.

9. As would be expected in the relatively short time available between tests on this project (approximately three months), there were still many low scoring individuals in the pilot schools. The lowest PFI on re-tests for a boy was 46; and for a girl, 29.

Fitness Programs

In the high-scoring and/or large-gain schools, special attention in physical education was given to the low-scoring boys and girls. In several instances, all pupils below 90 were given individual exercise assignments. Time was provided during the regular physical education class period to practice their special exercises; daily homework with the exercises was encouraged. The nature of the individual programs was vigorous body-building activity, including conditioning and progressive-resistance exercises, apparatus and tumbling, and track work. Careful orientation was provided these pupils on the PFI test, the meaning of each individual's score, and the activity program to follow.

In the low-scoring schools with small gains, very little time was spent in helping individual pupils. The special conditioning activities and the differentation of class activities found in the high-scoring schools were not in evidence. At two such schools, both boys and girls were in health education classes for six weeks after the first tests were administered; and the following six weeks were devoted to preparation for a physical education exhibition. Thus, only a very few class periods of vigorous physical activity were possible between tests.

Only a few case studies to determine the cause or causes of low scores were attempted by the pilot schools. However, at Klamath Falls, the boy with the lowest PFI was found to be a glandular case and lacking in ambition; with medical attention, parental interest, and a decided improvement in ambition, this boy raised his PFI score 11 points on re-test. At Roosevelt High School, Portland, the school nurse checked through on three boys with the lowest PFI's: the families of two of these were on welfare and the boys were not getting enough to eat; the third case had a glandular involvement. At Medford, a varsity shot putter had a PFI of 86; with heavy resistance exercises, he added two inches to his chest girth, 21 points to his PFI score, and three feet to his shot-put distance.

Clinic-Seminars

At most of the pilot centers, physical educators, school administrators and others were invited to be present at the first testing. As a consequence, many professional school and college men and women and students majoring in physical education attended. Approximately forty Oregon physical education teachers derived some experience in PFI testing procedures (this figure does not include some twenty faculty and students at the University of Oregon who participated on testing teams). At Klamath Falls and Medford, half the testing teams were supplied by Southern Oregon College. Another seventy-five physical educators observed the testing at the various centers; and school administrators in center communities obtained first-hand knowledge of fitness testing and follow-up procedures.

After the initial testing at nearly all schools, seminars were held to present the results of the testing and to discuss local fitness programs to be conducted during the balance of the year. Materials to aid in the prosecution of this program were distributed. Programs in several communities received considerable desirable publicity and other public-relations benefits from the test-clinic-seminars.

Project Evaluation

After the final testing at all schools, the Central Physical Fitness Committee met with the physical educators from the participating school to evaluate the pilot fitness project. Without exception, the program was considered excellent and most worthwhile; all schools reporting indicated that they definitely wished to continue with the program for both boys and girls.

A factor generally considered as very desirable was the motivation toward improving physical fitness resulting from the testing. Boys and girls with low PFI's, when properly oriented, recognized their level of fitness and, subsequently, manifested a strong desire to improve their status.

The members of the committee were unanimous in their desire to continue the physical fitness project. Steps are being taken to establish geographical areas around the pilot centers. In these areas, efforts will be made to interest and help other schools establish similar fitness programs. The areas will be made self-sustaining as rapidly as possible. In some instances, colleges and universities may help sustain area organizations. The greatest handicaps to the success of the project are the availability of testing equipment and the necessity for trained testers. Some progress is being made toward the solution of these problems.

The Dividends of Belief

(some parting words to graduating physical education majors)

Celeste Ulrich

YOU HAVE ACHIEVED the realization of a dream. Behind you lies all that is precious in its familiarity and meaningful in its concept. You have read lines and heard combinations of sounds that have passed men's eyes and ears a thousand times. You have sensed the eternal echoes of knowledge. You have held within your hands, a beating heart and watched it sinuous, sanguine and glossy with Ringer's solution. You have drawn wavey lines that they said were sound, and written symbols that they said were elements. You have spent semester hours with people who had a field, and you have read the books that they suggested, and written the word-versions of their thoughts. You have known people, and been accepted because of your contributions, and rejected because of your contributions.

You have played. You have played with people and against people, and you have known the thrill of a victory and the satisfaction of honest defeat. You have burned lights late at night, and caught the numbers and the names and the ideas that were the beating heart and wavey lines and mysterious symbols. You have gathered in smoke-filled rooms and spoken of wars and peoples and gods. Your mind has thrust fingers into a shadow. You have reached one threshold of your own knowledge and seen yourself with some objectivity. You have searched for truth as you saw it, you have become a better self and you have believed in the worth of your learning.

The Situation

You are now facing perilous, exciting times. The world is a tumult of seething emotions; emotions that may be ignited and thus destroy; emotions that will become more intense because of a lack of resolution. You must see the reality of what is known.

You are living in uncertainty, with a lack of physical security. You see around you many disquieting forces in terms of people and conditions and situations. You see scholars called traitors, statesmen called spies, teachers called fools. You note the reverence paid economics and the adoration placed at the feet of "results". You see the reality of what is known.

You are protective and defensive in your personal and professional relationships. You fear extinction at the hands of greater powers. You are timid in your simulated ideas, you see protection in other people and their thoughts. This is a part of the reality of what is known.

A Challenge

Yet, in the face of all that is real and can not be ignored, dare to dream! *Dare to dream!* Dare to believe in your dreams, dare to build on your dreams, dare to encourage others to dream. Dare to dream.

Within your hands you hold the substance of life itself. You are teachers of activity, and hence you are teachers of living. It is your privilege to touch the very heart of mankind and to teach that dreams are our chance for existence. You will have the children who will be the men and women of tomorrow; you will lay your hands upon their minds and bodies and souls, because you teach the individual through movement. Yours is an opportunity filled with awe that may be enriched by love and enhanced by belief.

If in your graduation you have reached an end, a vital piece is missing. If the caught numbers and names and ideas and games are ends, a vital piece is missing. If the nebulous shadow is felt, if the truth is known, if the self is best, a vital piece is missing. For the responsibility of the fulfillment of one dream lies in the formation of another.

In your hands is the richness of the heritage of the past. In your thinking is a richness of eternal thought. In your being is the responsibility of ideals. Dare to believe in yourself, your world, your profession, your dreams. Belief, in itself, is a dream and the dividends of belief are manifold.

Physical Education—Growth and Development in Rehabilitation

Karl K. Klein

SINCE WORLD WAR II there has been a phenomenal trend of recognition for physical education specialists as an integral part of the Physical Medicine and Rehabilitation specialization. Leaders in physical education who had taken part in the Armed forces medical rehabilitation and Veterans Administration medical service, recognized the need for their continued service.

The problem arose as to where new, interested personnel were to receive their education. The physical educators had obtained vast knowledge with inservice practice during the service Rehabilitation programs but the new personnel were without these advantages. As a result of the study in 1946, of the Therapeutic Section of the AAHPER a number of colleges and universities were approached relative to the establishment of initial training programs.

Since 1946 the educational status of this speciality area of physical education has advanced consistently. At the present, graduate programming leading to an advanced degree is offered at Springfield, New York, Columbia, Temple, Utah, Iowa and California (L. A.).

Undergraduate and graduate programming efforts are in progress at Ohio State, Nebraska Wesleyan, Pepperdine (L. A.), Boston University and the University of Illinois.

The following schools are planning in this area and have, or are in the process of establishing clinical training facilities with local hospitals: Ohio University, Ohio Wesleyan, Xavier (New Orleans), Arkansas A&M, Tuskegee Institute, Western Reserve (Cleveland), Marquette, Dayton, Williams and Mary of Virginia, San Francisco State, Long Island, and Long Beach College (California).

Placement and professional opportunities now available to the physical education specialist include, as well as those in the Veterans Administration rehabilitation programs, those in civilian hospitals and clinics, children's hospitals and schools, insurance rehabilitation programs, prosthetic specialists' private practice with medical specialists, handicapped camping and other areas of service. for Physical and Mental Rehabilitation have recently completed a two year study of curriculum evaluation in this area of specialization and are now making this information available to the colleges and universities interested in this area of curriculum development.

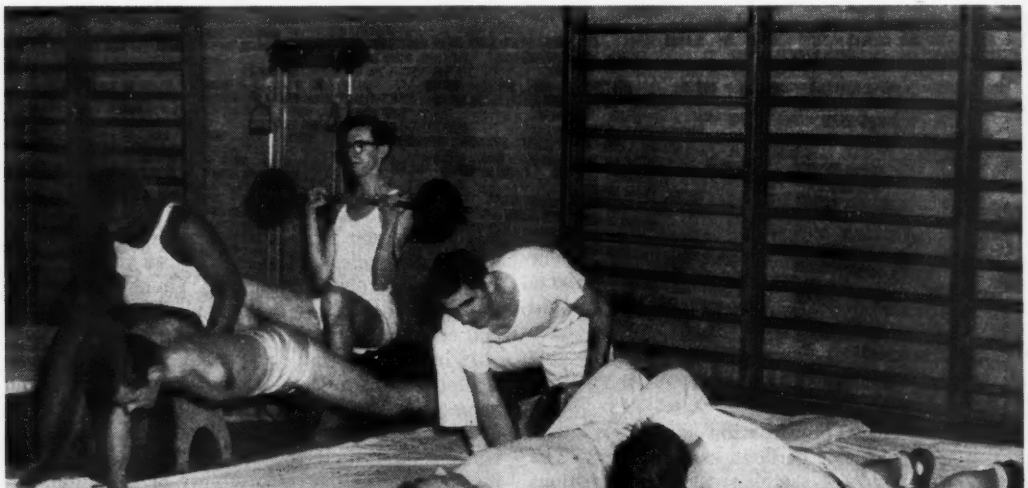

Plate through the courtesy of Arthur S. Daniels. "Adapted Physical Education," Harper & Brothers, 1954.

Developing Strength, Flexibility and Endurance in a Physical Education Program

Birger L. Johnson

FEW PEOPLE WOULD deny the responsibility of a physical education department in a school system for providing for the development of strength, endurance and flexibility in students. Most texts in physical education defend the attainment of these physical conditions as legitimate and essential aims or objectives in a sound school physical education program.

There are those who insist that the development of strength, endurance and flexibility are natural concomitants in a physical activity program, and this may be true, to a certain extent, in a well-organized, well-balanced and well-planned program. While there are some schools which do fullfill these characteristics of a good program, there are many more which fall short of meeting one or more of these requirements. Furthermore, many programs which show efficient organization in terms of utilization of facilities and student participation, for example, do not measure up to a sound program in terms of *balance* in physical activities or *planning* for the attainment of aims and objectives.

Most physical educators accept the premise that the responsibilities of a school program to the students are at least twofold: (1) to *present activities and teach skills which enable the participant to attain and maintain his physical condition during his school experiences,* and (2) to *present such activities and teach such skills as can be utilized by the participant during his adult life after he has concluded his school experiences.* Each of these responsibilities has definite values and has certain implications for determining the content of a school physical education program.

The Problem of Activity

The pace set today by modern youth is indeed a rapid one. School life places great demands on even the average youth—meeting five or six different classes daily, participating in school clubs, musical groups, forensic groups—and the more talented, or more ambitious student may have additional demands placed on his energies—marching bands, drill teams, varsity athletics, intramural sports, school plays, and operettas.

To meet academic obligations and, in addition, to participate in extra-curricular pursuits requires more than minimal physical condition. Moreover, the metabolic demands of a rapidly growing boy must also be considered. School youth therefore need an abundance of energy and must function with a high level of efficiency if they are to participate in even the normal activities of school life.

It has been stated that there is an ideal level of physical condition for each individual which lies just above his requirements for ordinary life activities, and that the differential between the minimum and the optimum level represents one's reserve condition. During school life, the minimal level is quite high so that this reserve condition lies in the upper level of physical condition and can be attained by only special effort. This special effort may take place during a student's physical education class period, *but it is important that this effort be directed toward the achievement of specific goals, including the attainment and maintenance of a fairly high level of physical condition.*

Program Weariness

It is argued that an activity program will provide ample opportunities for the attainment of an adequate physical condition, and this is indeed possible in a *well balanced thoroughly planned* program. However, it is well known that many school programs consist wholly of team sports, primarily touch football, basketball, and softball to fit in with a particular season of the year. To these activities some schools add volleyball, badminton, tennis, hockey, and similar sports. A few schools include tumbling, gymnastics and swimming but they are more the exception than the rule.

Most of these popular games and sports emphasize skill, speed, and accuracy. Some may provide for the development of endurance, but few give much attention to the development of strength and/or flexibility.

If the nature of the game or sport does not provide for the development of these qualities, it seems reasonable that special exercises be included in the class period for this purpose. Probably some type of calisthenics or free exercise is best suited for this purpose.

In this regard it is well to point out the specificity of physical exercise, that is, certain exercises are appropriate for the development of strength but might add little to endurance. Moreover, selected exercises should be chosen for the development of strength or flexibility in specific body areas.

Selection of Activity

In the selection of exercises for the development of strength, flexibility or endurance it is well to consider not only the activities in which the student is participating *at the time* but also the activities which are scheduled *for future participation.* For example, the time to begin exercises specifically for the development of abdominal and shoulder girdle strength so that the student may perform more

effectively on gymnastic apparatus is not at the beginning of the unit on gymnastics, for, by the time sufficient strength has been gained to be of help in performing skills on the apparatus, the unit may be largely completed. The time to present these strength-building exercises is *before* the unit is started. If flexibility is needed for some activity, as for example in tumbling, or free exercise, the time to begin stretching exercises is two or three weeks *before* the unit on tumbling or free exercise.

The selection of calisthenic-type exercises for inclusion in a physical education program should be done as carefully as the selection of games or sports. The variety of games and sports selected for the school program should meet the needs and interests of the students in school and should also provide him with sufficient skill to enable him to find enjoyment in participating in these activities during adult life. Similarly, the kinds of calisthenic-type exercises and their proper execution should be selected with a view toward future use during adult life. It is well to point out that not all people enjoy playing games or sports when they have finished their school life and many others do not find the time necessary to devote to the games they learned to play in school. For these people an exercise program that can be carried out in their home a few minutes each day is their answer to keeping in physical condition.

This points up the advisability of explaining the purpose of specific exercises to the young participant so that he might recall this information when he selects specific exercises for his home conditioning program. Further, habit patterns of exercise developed during school life are more likely to persist into adult life.

Methods

How to present calisthenic-type exercises to school groups may be subject to much debate. Certainly, in handling large groups of students, some form of mass calisthenics may be the most efficient method. Probably the greatest objection to this procedure is the use of an exercise cadence which is identical for all the students, fat or thin, tall or short, so that some students never complete an exercise cycle or go through the full range of movement in a particular exercise.

On the other hand, some exercises are done effectively and with more pleasure if a rhythmical cadence or some musical accompaniment is employed. It seems reasonable that some exercises be done without cadence and the student instructed to proceed with his own rhythm or within his own range of motion. This is particularly true for stretching (flexibility) exercises. In some cases, it might work better for the student to select his own exercise battery and to set his own pace or exercise cadence. Departmental policy or individual differences in teacher presentation might determine the particular procedure used in teaching calisthenic-type exercises.

Summary

The average school student needs a relatively high level of physical condition. This condition may be developed in part by the regular physical education activity program but usually requires additional specific exercises which emphasize the development of strength, endurance and flexibility. Exercises of the calisthenic or free exercise type are probably best and should be taught with the purpose of meeting both immediate (during school life) and future (adult life) needs.

THE MAN WHO THINKS HE CAN

Walter D. Wintle

If you think you are beaten, you are;
If you think you dare not, you don't.

If you'd like to win, but you think you can't,
It's almost a cinch you won't.

If you think you'll lose, you're lost,
For out in the world we find

Success begins with a fellow's will;
It's all in the state of mind.

If you think you're outclassed, you are;
You've got to think high to rise.

You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man;

But soon or late the man who wins
Is the one who thinks he can.

Planning for a Unit on Traffic Safety for the Elementary Grades

David L. McCooe, Jr.

ONE OF THE finest opportunities for the teaching of good safety habits occurs during the first semester of the first grade in the elementary school. The suggested unit[1] here represents one such unit which can be utilized to teach youngsters about safety and good safety habits. It involves (a) preparations for the safety tour experience, (b) taking a safety educational walking tour, (c) utilizing audio-visual materials and the help of traffic officers and patrol boys, (d) correlating the tour experience with other parts of the curriculum, and (e) informing the parents of the program to be followed.

Steps Involved in Completing the Safety Unit

Set Objectives

The following objectives were set for this educational experience:

1. To develop a sense of responsibility on the part of every boy and girl for the safety of himself and others going to and from school.
2. To develop in children an understanding and recognition of those situations involving hazards.
3. To develop and teach safety habits for crossing streets.
4. To teach children to recognize the various colors of a traffic light and their meaning to the driver and pedestrian.
5. To teach children the significance and meaning of the various aids to safety along streets and highways, such as the yellow crosswalks, stop signs, speed signs, school signs, curbings, etc.
6. To understand and appreciate the work of the traffic light, policeman, the school boy patrols and others who help us cross streets safely.
7. To learn the safest route to school and use it wisely.
8. To provide children with practical information concerning traffic regulations.
9. To inform parents of the unit on traffic safety education.

Prepare for the Educational Safety Tour

1. Discuss the patrol boy and the policeman as community and school helpers.
2. Discuss other persons or devices which help us cross streets safely. (Parents, relatives, street signs, traffic lights.)
3. Discuss the safe rules for crossing streets. (Step to curb; look *both* ways, watch the light, policeman or patrol boy for WHAT TO DO; walk, DO NOT RUN, across the street.)
4. Plan an excursion around the school area which will assist in teaching street-crossing safety.
5. Prepare some questions we'd like answered during our tour.
6. Show the film "Safety To and From School". (Reference 4.)
7. Prepare bulletin board with safety materials from the Hoosier Motor Club, magazines, newspapers, etc.
8. Place the construction paper traffic light display on the bulletin board as a motivator. (Reference 1.)
9. Prepare a letter to parents and send it home with each child. (Reference 3.)

Take the Educational Safety Tour

1. Invite patrol boys to help conduct the class during the tour.
2. Arrange for a police officer to meet the group to show the way policemen help us cross streets safely.
3. Point out safety helpers on tour. (Crosswalks, traffic lights, curbs, street signs, and any other in the area covered.)
4. Cross a few intersections during tour, pointing out dangers of alleyways, "J" walking, crossing in middle of block, and traffic coming from all directions.
5. Return to school and use the miniature traffic light (Traffic Light Instructor) in classroom and/or gymnasium for demonstrating the sequences for the traffic light. Call attention to the colors of the lights and review their meanings. (Reference 2.)

Engage in Post-Tour Activities

1. See if we can answer the questions we made out during our preparation session.
2. Discuss the things we have learned during our safety tour.
3. List all of the people or things we learned during our tour that help us to cross streets safely.
4. Draw a picture about something we learned during our tour.
5. Using the pictures, make "OUR TRIP" Big Book using some of these suggested captions:
   1. We took a safety tour.
   2. Our patrol boys helped us.
   3. We saw a policeman.
   4. We crossed only at crosswalks.
   5. Our traffic light says STOP, GO and BE CAREFUL.
   6. We saw a traffic light.
   7. We learned to cross streets safely.
6. Add materials to our bulletin board display for safety.

It always helps to re-evaluate your accomplishments so the next time the unit is taught, more may be accomplished.

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[1] Acknowledgment is made to GeorgeAnn Trinkle, Ruth Hodges, Elizabeth Rech and Elizabeth Park for help in development of the outline.

The only difference between a rut and a grave is the depth.

The Intramural Director Looks at Awards

Herman J. Tyrance

WITH THE MUSHROOM-like growth of intramural programs throughout the country both in schools and universities there have been increasing demands to set standards for their organization, control, and improvement. The intramural director, in order to evaluate the worth of his program, must first get an estimate of the values he desires and, when these are once established, he must discover the proper techniques which will be useful in attracting large numbers of his sports-minded constituents. He has two very sure methods of evaluating his intramural program through (1) a comparison with some standard or popularly-accepted practice which is engaged in by a majority of other educational institutions and (2) the determination of whether the procedures used are actually accomplishing what they propose to do in one's own situation.

Response of Students

One of the ways to determine the appeal of the intramural program is the enthusiastic response of the students in terms of the number and frequency of their participation. By no stretch of the imagination is numbers the sole indication of the relative worth of the program offerings, but it is one of the best tangible evidences. The spur to induce the participation of large numbers lies in the techniques employed by the director and his staff. An activity-rich program is strong proof of an astute director who makes the most of his ingenuity and inventiveness to encourage and maintain student interest. One of the most widely used techniques to increase student participation is the awarding of medals, trophies, plaques, and other honors. Educators have long cautioned against the misuse and abuse of this method of inducing appeal but their words of warning seem to have fallen on deaf ears.

The fundamental argument against awards is primarily that of the value of the award itself and not for the purpose intended. The purpose of giving them should be only to offer recognition for some service performed. The danger lies in the attempt to measure the service rendered and thus there results the unsolvable controversy of tangible and intangible values.

The problem of increasing participation, according to some directors is that of utilizing every possible legitimate method of motivation and promotion to the end that smaller segments of the student body are reached, particularly the unorganized, reticent, and the unskilled individuals who are often amazed to find that the program is for them.

Two Sides

The beginning director need not feel hopelessly alone and without solution to this far-reaching problem, for there are many veterans who have wrestled and are still struggling with this problem. There are two irreconcilable opinions expressed on the use of awards (1) those who favor their use and (2) those who oppose their use. However, there is some disagreement ranging from strong to mild within each of these groups so that those expressing moderate condemnation toward the giving of awards are within arbitrary range of those who mildly approve their use.

Awards are essential according to the directors who believe:

1. Awards represent achievement even as to other educational benefits such as grades, honors, and keys.
2. Participation is greater as a result of increased interest.
3. Awards are a justifiable motivating factor when intelligently used.

Those opposed list the following points:

1. When awards were inaccessible during the war years intramural programs flourished.
2. Adequate publicity will replace awards.
3. Awards are merely tangible evidence of achievement.
4. Awards have no meaning after college.
5. Awards create artificial enthusiasms.
6. Awards tend to interest only organized groups.

Historical

A brief historical account of the types of awards and their purpose seems necessary at this point. Awards may be classified as individual and group. Medals, cups, charms, certificates, letters, ribbons, and sweaters indicate that a winner in some type of intramural competition received recognition. The also-rans are not so amply rewarded. The inference then seems that winning and not participation should be honored—a far cry from intramural philosophy. However, the astute directors foresaw this kiss of death and began to emphasize group activities and as a result the individual honors began to pale to inferior status. The encouragement of team spirit and allegiance, the so-called "putting-the-good-of-the-team-before-self" stress became the current practice in schools, colleges, and universities. Team trophies and plaques replaced individual awards. The repercussions of this movement are everywhere apparent. Where else but in fraternities could be found a better organization to foster allegiance, display the fruits of victory, increase participation, and promote public relations? As the fraternities grew stronger the unorganized groups without ritualistic ties grew correspondingly weaker. These organized units have now become

so powerful that their influence shakes the entire program to its foundations.

Financing Awards

Proportionate amounts of the intramural budget have been allocated by administrators directly or indirectly for awards. The relative size of these sums does not necessarily suggest success in encouraging activity nor does a corresponding budget increase guarantee large student participation. Some colleges have been able to keep high the number of persons participating in various activities despite little or no specific funds for awards. The secret of this ability is to get the competing organizations to contribute to or shoulder the financial burden of award-giving. One of the conclusions of the survey of over one hundred college and university award procedures presented to the Intramural Section of the College Physical Education Association December 1954 was that the average amount of money set aside for the purchase of awards was approximately eight per cent of the total amount of the intramural budget. Certainly this amount could not be confused with overindulgence.

Two schools of thought are at odds on the issue of whether the responsibility for the purchase of awards should be solely the province of the intramural director or jointly the obligation with the constituents he serves. Support for the first opinion is based on the contention that cooperating groups tend to induce needless encroachments and compromises in order to insure their support. The defense of the latter theorists rests on the argument that the units tend to do better job of all-round planning, participation, and cooperation when they have a hand in both allocation and disbursement of award monies.

Some Suggestions

There are several general conclusions of interest and worth to the intramural director who would be helped. The decision as to how awards would fit into his program should be determined by what current standards exist and how best these practices may be utilized in his own particular situation:

1. There is nothing inherently wrong with award-giving which is based on all-round participation rather than in winning. This technique is most suitable for attracting unorganized groups.
2. The success of the program should be evaluated not only in terms of the number of student and faculty participations but also in terms of the number of different activities in which these same persons engage.
3. Individual awards, medals, certificates, and ribbons are preferred for organizations not having unifying influence (e.g. houses, rituals, or other close ties).
4. Group awards (e.g. trophies and plaques) seem best offered on a yearly point basis in all activities of the program. The resultant effect tends to enlarge the range of group activities and to encourage concentration.
5. A large majority of colleges and universities give awards but the proportion of money set aside does not usually exceed ten per cent of the total intramural budget.
6. There appears to be no great controversy over whether it is outside the province of the intramural director to accept or even to encourage subscription from competing groups for the purchase of awards. Where a college makes no provision in its intramural budget for awards, great care must be exercised lest competing groups dictate policy and thus destroy the very objectives sought.
7. Most emphasis should be placed on the encouragement of group competition although the individual should not be entirely overlooked.

An interesting cartoon appeared several years ago. It showed a highly incensed man, presumably a business man, pounding on the desk and shouting to a timid subordinate—"There's no reason for it! It's just our policy!" Can you justify, educationally the present plan for awards in *your* school?

THE FIVE R'S OF SPORTSMANSHIP

R—Respect and be courteous to our opponents. We are their hosts or their guests.

R—Respect the official's decision. He knows the rules and is bound to enforce them.

R—Refrain from vulgar language and booing. Such conduct discredits your school.

R—Respect and care for school property. Be grateful for the privileges provided by your fellow citizens.

R—Root for your team—winning or losing. They're doing their best—for you!

Adopted by the Felton School Student Council.

A Philosophy of Assigning Grades in Physical Education Classes

Clifford A. Boyd

ANY DISCUSSION of assigning grades in physical education classes must be based upon the concept that it is not synonymous with evaluation. Evaluation is much more comprehensive in scope and is fundamentally concerned with a continuous process of appraising progress being made toward the attainment of objectives which have previously been cooperatively formulated. Marking, on the other hand, is basically a reporting device used to indicate pupil progress and achievement.

While marking is not synonymous with evaluation, it might well be observed that those teachers that do an effective job of evaluation usually also have an effective grading system as well. Far too often a grade in physical education is merely an attempt to comply with the requirements of the school for some sort of written record regarding student progress and achievement. In many cases no scientific approach to either evaluation or marking has been utilized. Some teachers, and there are far too many, have been guilty of choosing what appears to be an easy yet wholly invalid method of assigning a grade through the use of such factors as attendance, dressing out, and a test; either alone or in combination. Such factors obviously don't have much significant relationships with basic objectives of physical education. Such practices do not belong in our profession.

No Universal Procedure

As in other areas of educational endeavor, there is no standard procedure of determining grades. If grades are used for comparative purposes, as they invariably are, they have significant shortcomings, notably that they are not comparing comparable items. If similar reporting procedures are used (and they vary from such plans as pass-fail, A-B-C-D-E, or percentage values) about all grades can indicate, comparatively speaking, is that the A students in each of two groups using that reporting system, represent the best in quality in their respective groups. However, the A students in each group cannot be considered as being equivalent on an absolute or standard scale due to such variable items as: difference in objectives, difference in standards of progress and achievement, difference in the factors which comprise the grade, difference in the weighting of the factors involved, and difference in the validity of reliability of the appraisals of the attainment of the objectives.

Marks should be awarded on the basis of successful attainment of objectives. These objectives usually include consideration of the physical, mental, and social values of physical education. An adequate system of assigning grades in physical education classes (or in any other subject in the curricula) should center around the following criteria:

A determination of the various factors to be considered in the overall grade.

These factors should relate directly to the objectives previously formulated on a cooperative basis. These factors, likewise, should be cooperatively determined by the same individuals who formulated the objectives.

A determination of the evaluative procedures essential to the appraisal of the factors comprising the grade.

It must be recognized that some factors are more readily amenable to statistical treatment as they represent quantitative data. (Example: standardized skill tests.)

Other factors must be appraised on a qualitative basis due to the complexity of their nature. (Example: attitudes.) It is essential that the teacher does not use ONLY those items which are easily measured.

A determination of the weightings of the factors that are to comprise the mark.

The weighting of these factors will probably relate rather directly to an individual's philosophy regarding the relative importance of the objectives of physical education. For example, those that believe that the physical objective is of greatest importance will undoubtedly award the greatest weighting to skill achievement as contrasted to social or mental values in the overall weightings involving ALL physical education activities.

It should be noted, however, that these weightings as related to the basic objectives of physical education may well be relegated into relative positions of emphasis such as the physical objective being of paramount concern, social next, etc., on an overall basis involving ALL activities of the curriculum, yet, in the practical aspects of unit planning, the *degree* of specificity of relative importance may very well be changed according to the nature of the specific activity of the unit. For example, the social values of square dancing may be equal in value to the physical values, yet in one's OVERALL relationship of values one's emphasis on the social objective may be greater than or less than that given to the physical objective.

The final grade should be a representative portrayal of all valid and reliable techniques used to ascertain student progress and achievement.

It is essential that a variety of evaluative procedures be employed in order to get a truly composite picture of the student's progress and achievement and to permit him to succeed in the ways appropriate to his uniqueness as an individual and as a member of a group. If the procedures used are valid, then the greater the degree of comprehensiveness of the evaluative procedures the greater the degree of the reliability of the evaluation.

These data should then be translated into an overall valid and reliable grade.

The grading system should be workable.

While thoroughness is desired in determining the grade, the teacher must not become a slave to a complicated recording system which is entirely disproportionate to the nature of the value of the problem.

Of fundamental importance is the value of the evaluative procedure to the students involved. No doubt considerable effort must be expended in order to scientifically arrive at a practical grading system which is of mutual benefit to teacher and student.

Two problems that should be considered regarding the development of an effective grading system involve the following:

Should grading be based upon progress or achievement?

Should grading be done on an absolute scale of 100 percent of the standard determined in advance or should it be done on a relative basis involving a relationship of each student to one another and/or each student to himself?

There is probably no exact and conclusive answer to either of these questions. Each question involves the other and undoubtedly some provision could be made for both extremes in each of these questions. In other words, could it not be possible that some answers to perplexing questions cannot and perhaps should not be answered with an either/or response but rather that the merits of what appears to be opposing ideas should BOTH be utilized to good advantage.

Basically inherent in any attempt to determine the effectiveness of any marking system is the extent to which purposeful evaluative procedures have been utilized. Marks are not an end in themselves, but rather a means to an end. The real goal of evaluation should be a self-evaluation. If evaluation is to be successful it must employ a variety of procedures and must be continually in operation.

Concluding Statement

Marking simply represents, in essence, the reporting of the results of evaluation for a certain unit of time in the school calendar. If the teacher has conscientiously endeavored to utilize desirable evaluative procedures, his marking system should reflect his efforts. The net result should be an equitable assignment of marks for the students involved as they will have already shared in the planning, execution, and appraisal of desirable learning experiences.

In its ideal manifestation a grade merely represents a written record of what the students and teachers already know—the progress and achievement of students toward previously formulated objectives. The important consideration, then, is the evaluative procedure and its effect upon student progress and achievement. Effective evaluative procedures should indicate the WHAT, WHY, HOW, WHEN, WHO of evaluation. These are essential if valid and reliable marking is to result. Basically, the degree to which grading is systematically and cooperatively determined reflects the quality of the evaluative procedure. The degree of mutual satisfaction that both teacher and students have for the grades as reported should indicate the degree of effectiveness of the marking system.

Think not of the mark, the grade,
Think instead of the way it's made;
Not by teacher or student, working alone,
But together, firm, as a building stone.

This stone should note a beginning, not an end,
As a mark should show a way, a trend;
Which bids one to think, to motivate
And plan, work, and self-evaluate.

"MUSTS" OF SUCCESSFUL COACHING

1. Treat each boy as if he were your own son. Each boy has personal problems. Help him to solve them.
2. Instill pride and desire by praising the boys when they do an assignment well. If it becomes necessary to criticize a boy, take him to one side and talk to him privately.
3. Don't talk over their heads. "It isn't what you have in your head; it's what you get over to your boys."
4. Drill each player until he knows his assignment letter-perfect. "Physical mistakes, yes; mental mistakes, no."
5. Don't overlook the small boy. "You find some who can make the grade."
6. Plan your game strategy. The system doesn't win for you.
7. Go to church. "We tell our boys to go to church. Some probably don't, but many start who haven't been going before. He can't go wrong on church attendance."

Bobby Dodd.

A Small College Looks at the "RH" Factor in the Summer Program

Charles D. Henry

IN THE MAY issue of the Physical Educator, Dr. Norton[1] called our attention to the "RH" factor in education. After taking a close look at our program, we found that we had not been very much concerned with the "R"ecreation and "H"ealth elements in our summer program.

Our summer population is approximately 1,150 students. Many of these students are in-service teachers; therefore, the age distribution ranges from 17 to 50. To provide for the varied interests, we presented both active and quiet games in our program.

The Program

The program included volleyball and softball as team games. In addition, equipment was issued to those who preferred basketball or touch football to the games of a recreational nature. Individual and dual activities presented were badminton, paddle tennis, croquet, horseshoes and table tennis. Perhaps the most popular of active activities was the square dancing. From three to five groups (sets) participated daily. We had twelve to fifteen tables filled daily with card games, checkers, dominoes and bingo.

The activities mentioned above were presented in an afternoon program scheduled Monday through Saturday 5:30 to 7:00 p.m.

For the student who had time for recreational activities after dark, we presented activities four nights each week, with an additional night planned as an adult play night. This adult play night serviced the faculty, staff and community. The program follows:

Monday 9:00-10:30	Swimming Instruction (City Pool)
Tuesday 8:00-10:00	Adult Play night
Wednesday 9:00-10:30	Swimming Instruction (City Pool)
Thursday 8:00-10:00	Play night
Saturday 8:00-10:00	Social Dance (Student Center)

In the afternoon program, we serviced approximately 200 students daily. We had approximately 100 students taking swimming instructions. Our playnight serviced approximately 400 students; the adult playnight 75, and the Saturday night dance 150 students. Since some students participated in all activities, we can safely say that we reached over sixty percent of our students in the recreation program.

Outcomes

Two outcomes of such a program were immediately seen. Several of our students who had gained experience working with playnight were employed this summer in recreational jobs. One secured work with the Los Angeles Recreational Department. The second outcome was that smoother inter-department relationships were developed by daily participation of ten to fifteen faculty and staff members outside our department. Bridge, pinochle, and checkers were the chief attractions for those members.

New interest was developed in the "H"ealth factor through class projects. Of particular interest was a health council formed in a health education class. This council inspected the campus and the village where the campus is located in an attempt to discover health problems. The council formed will function permanently on the local scene. A second project was the establishment of a clinic with body mechanics as the chief topic of interest. The most successful health project was a health carnival presented in conjunction with playnight. Health information was dispensed by members of classes disguised as carnival barkers.

Finally, a three-week workshop was planned and held with "A Study of the Exceptional Child" as the general theme. Consultants from the State Department of Health headed this program in special education. In-service teachers who were enrolled in the program received three hours of credit.

Concluding Statement

The impact of the "RH" elements studied and worked on this summer will be felt in the future. Majors in both areas will be added to the department, thus making it truly a department of Health, Recreation and Physical Education.

[1] Lucille Norton, The "RH" Factor in Education, The Physical Educator. May 1956, pp. 47.

Many a stenographer feels she isn't getting along very well when the boss compliments her on nothing but her work.

In a cafe a frustrated would-be diner took a sign reading "Waitress Wanted" out of the window, put it on his table.

He got service—promptly.

Classroom Exercises—Grades 1-2-3—with Rubber Balls

Louis A. Zinsmeister

DUE TO THE LACK of gymnasiums in many of our Milwaukee Public Elementary Schools, some of the physical education activities, are conducted in the classrooms during the winter months. In the primary grades, many of our folk dances, singing games, rhythms, calisthenics and body building exercises for good posture are conducted by our teachers.

A routine of exercises with six inch, inflated, rubber balls is available to teachers of the first three grades. Besides being a pleasant learning activity for our children, they are also interesting to teach.

The purpose of these exercises is to promote skill in handling, tossing, throwing, catching and bouncing rubber balls.

Preparation

Children stand in three, four or five rows in the aisles between the desks.

Let them face toward the windows, join hands with neighbors, and take arms' length distance toward front and back of room.

Release hands, lower arms, and face toward front of room.

The first child in each row is given a six inch, inflated, rubber ball and faces toward the second child in the row.

The first child does the prescribed exercise, then passes, tosses or bounces the ball, according to direction, to the second child.

The exercise is repeated until the last player in the row has had his turn.

This routine may be repeated with the ball moving toward the front of the room.

Note: These exercises may also be taken in the gymnasium or on the playground.

Exercises

1. Bounce ball once with both hands (1), and catch with both hands (2),
   Repeat once (3, 4),
   Pass ball to next player.
2. Bounce ball once with both hands (1) and catch with both hands (2),
   Repeat once (3, 4),
   Toss ball, with both hands, to next player with an underarm toss.
3. Bounce ball once with both hands to next player (1),
   Next player catch ball with both hands (2).
4. Bounce ball once with both hands (1) and catch ball with both hands (2),
   Repeat once (3, 4),
   Bounce ball with both hands to next partner.
5. Bounce ball with both hands (1),
   Bounce (hit) ball once, on the rebound, with one hand (2),
   Catch ball with both hands (3),
   Toss ball to next player, with both hands, with an underarm toss.
6. Same as "5" but bounce ball, with both hands, to next player.
7. Bounce ball with both hands (1),
   Bounce (hit) ball once, on the rebound, with one hand (2),
   Bounce (hit) ball once, on the rebound, with the other hand (3),
   Catch ball with both hands (4),
   Toss ball to next player, with both hands, with an underarm toss.
8. Same as "7" but bounce ball, with both hands, to next player.

Another variation follows:

1. Bounce ball with right hand (1) and catch with right hand (2),
   Repeat three times (3, 4, 5, 6, 7, 8),
   Bounce or toss ball to next player with right hand.
2. Bounce ball with left hand (1) and catch with left hand (2),
   Repeat three times (3, 4, 5, 6, 7, 8),
   Bounce or toss ball to next player with left hand.
3. Bounce ball with right hand (1) and catch with left hand (2),
   Bounce ball with left hand (3) and catch with right hand (4),
   Repeat again (5, 6, 7, 8),
   Bounce or toss ball to next player with right hand.
4. Same as "3" but begin with left hand (1-8).

For more advanced and skillful performers the following is suggested:

1. Bounce ball with right hand (1),
   Bounce (hit) ball, on the rebounds, twice with right hand (2, 3),
   Catch ball with right hand (4),
   Bounce or toss ball to next player.
2. Bounce ball with left hand (1),
   Bounce (hit) ball, on the rebounds, twice with left hand (2, 3),
   Catch ball with left hand (4),
   Bounce or toss ball to next player.
3. Bounce ball with right hand (1),
   Bounce (hit) ball, on the rebound, with left hand (2),
   Bounce (hit) ball, on the rebound, with right hand (3),
   Catch ball with left hand (4),
   Bounce or toss ball to next player.
4. Same as "3" but begin with left hand (1-4).

From this group of exercises, one can visualize many other possible routines, or drills, with rubber balls. These may be done by the individual, with partners, in small groups, or in rows. Exercises may be combined with arm, foot or body movements; with turns, dance steps, etc. Here is a challenge for some of our teachers of physical education to accept and develop. A pretty routine, set to music, may be developed into an appropriate number for a physical education program or a May Day feature.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniqus, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University School, Ann Arbor, Michigan.

Guidance Procedures[1]

Self-appraisal. From a guidance point of view, self-analysis has been and is a valuable procedure of evaluation. Such devices include diaries, logs, appraisal scales, autobiographical accounts, behavior rating forms, and numerous other modifications which are designed to assist the student in a conscientious effort to evaluate himself in terms of some quality or quantity. The method of self-appraisal endeavors to gain insight into pupil behavior and motives for such behavior, and provides a basis for discussion between teacher and pupil of needs that are apparent from such an analysis. A note of caution is injected to state that students tend to overrate themselves on desirable traits or characteristics, and underrate themselves on those undesirable in nature.

Observation. It is essential that observation of a pupil's behavior in his participation in physical activities be incorporated in the evaluation of his social development. The nature of the observation can be incidental, it can be systematic in an attempt to obtain evidence for diagnosis, or it can be directed at the evaluation of an individual or situation in accordance with set standards. Observation which is planned and guided is one of the most effective procedures for overcoming the difficulties experiences in the trial and error processes in learning situations. In general, observational data which has been obtained from repeated observations by competent observers, tends to be quite acceptable as an evaluating procedure; however, the personal element entering into the interpretation of what is observed might produce a biased result.

Conference. The conference as a tool of guidance is realized in the evaluation of interviews with individuals or groups wherein the self-analysis of the student is combined with the insight and knowledge of the teacher or counselor. The conference method lends itself well to a recognition of individual differences and, as such, gets at the core of the evaluation program. The conference procedure applied in the teaching of physical education, should aid the teacher in dealing with problems related to particular students. Since conferences require preparation and are time-consuming, the method might best be employed as a specific procedure to aid in evaluation of certain pupils rather than as a general approach that would involve all students.

Case study. The role of the teacher of physical education in the use of the case study procedure should be one of contributory assistance. The case study is an exhaustive analysis of an individual directed by experts in guidance work for the purpose of ascertaining causal factors which impede satisfactory adjustment of the individual. The teacher may request that a case study be conducted on one of her pupils in an effort to appraise the nature of difficulties which may appear in the physical education class, but such a request should be made only after consultation with the guidance expert in the school organization. The advantage of the case study is the thoroughness of its approach to the behavior of the child. Since it takes time to conduct and interpret a case study, it is of little value in the immediate task of appraising student maladjustment; however, it may be the device by which very serious difficulties may be

[1] Lehsten, Nelson: *An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School,* doctoral dissertation, Indiana University, 1953, pp. 296-301.

averted, and thus in extreme or unusual cases, it becomes a desirable approach to evaluation in physical education as well as in the general pattern of school life of the child.

Sociometrical devices. There is a growing interest in analyzing the group process, and, as various measures are developed it behooves the teacher to recognize the sociological setting in the physical education classes. The approach to measurement in this sociological area is frequently developed around a questionnaire or rating scale form in which pupils state opinions regarding the class in general or specific individuals, in other instances pupils rate one another on various traits. Such information is then combined with observational data by the teacher. General interpretation can usually be made by the teacher, but any sweeping conclusions and subsequent plans of action should include the counsel of an individual experienced in this particular area of measurement and guidance.

Standardized tests. The use of standardized tests in the field of guidance has long been considered as an essential device; however some authorities propose that the use of standardized tests in physical education is limited by the fact that administrators are unaware of valid measures in this area. Progress has been made in the development of new and better tests, and in the effort to acquaint school people with these instruments and their use in the evaluation program. Standardized tests strengthen the evidence available for individual and group guidance. Well selected, these tests can provide valuable data concerning the pupil, the program, and the procedures employed in teaching. Such information can be the basis for immediate action, or can be a part of a long-term appraisal since the results can be carried in the cumulative records of students for subsequent referral.

Standardized tests are concrete, accurate, and proven approaches to measurement which reveal valuable knowledge to the teacher from a comparative point of view in terms of individual and group achievement. The standardized test is not the panacea for all measurement. It must be wisely selected, diligently administered, correctly scored, and accurately interpreted to render valid results. The results of a test of this type must be limited in application to those qualities or quantities purportedly measured by the test, but such application can be made with confidence in knowing that the test embodies a scientific approach to the problem of measurement and evaluation.

HOW DO YOUR ATHLETES ANSWER THESE?

Am I a good athlete?

1. Do I do things that are forbidden or which I would not want my coach or teammates to know?
2. Am I a grandstand player? A show-off?
3. Can my coach and teammates depend on me?

My personality

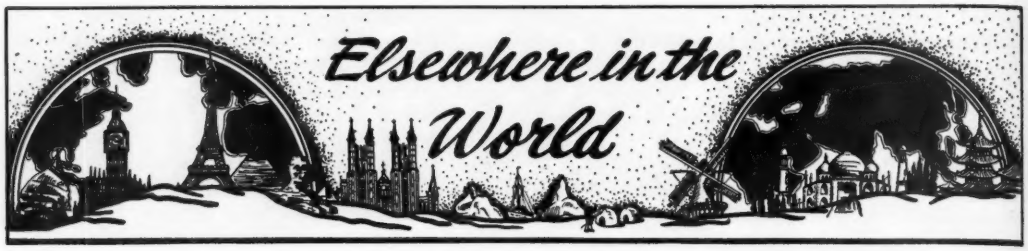
1. Am I the type who gives everything, or am I the kind who lets the other fellow do it?
2. Am I a good leader, or a good follower, or, perhaps because of selfishness, am I neither?

My disposition

1. Am I cheerful? Do I show it? Do I make others cheerful?
2. Do I have an even disposition or am I moody?
3. When I feel I fall down on a job do I pass the buck and then when I succeed do I take all the credit to myself?
4. Do I appear for practice in a proper mental and physical state, ready for whatever develops, or does the unexpected or difficult assignment upset me or cause me to falter?

My physical condition

1. Do I make a real effort to get into condition before the season starts or do I keep procrastinating until it is too late and then report for practice in the fall so out of shape that I never am able to do the team any good. *News Bulletin,*



Edited by C. O. Jackson

Physical Education in New Zealand

John Brown

NEW ZEALAND physical education is somewhat like English physical education from which it has copied it's general framework and approach. The British physical education lesson in schools is more synthetic than its American counterpart which has more exclusive emphasis on playing sports and games. We believe that the recreational approach to physical education is insufficient to achieve functional and organic efficiency in our school children. Sweden and other European countries have much to contribute in this area, and we have borrowed a number of our activities from them. We have, however, de-emphasized and even abandoned formal, free-standing exercises (calisthenics) which many people erroneously believe to be the chief contribtuion of Swedish gymnastics, but we have retained or modified many of the functional activities, with and without apparatus.

New Zealanders, like Americans, prefer games to most other forms of physical recreation. New Zealand does not have any tax-supported recreation agencies, although it could do with them; all sports are privately organized. In proportion to the population, many more New Zealanders than Americans take part in physical recreation, and unlike America, women's sport thrives, and with male approval!

Other Influences

Until recently, British physical education in the schools represented an evolution from an earlier merger of the games, playing tradition of the public schools (Eton, Harrow, Winchester), and the therapeutic exercise derived from Ling gymnastics. Recently, other influences of great importance have appeared, particularly in programs for girls and for small children. The work of Dalerose and Laban is changing physical education for girls, and the experiments by several English women with new forms of fixed and movable apparatus for small children, have resulted in wide changes in physical education for younger elementary school children. These changes are, in turn, affecting other Commonwealth countries, including New Zealand.

Mr. Brown is an instructor in the School of Physical Education, New Zealand.

The Teachers

Physical education is taught by classroom teachers in New Zealand elementary schools. The teachers are prepared for this in the Teachers' Training Colleges, which they attend for two years. Visiting specialists help them with organization, choice of activities, and teaching methods. As the climate is not severe enough to make indoor facilities essential, classes are usually conducted out-of-doors, winter and summer. Children under eleven years are not taught complex adult games but are prepared for participation later on through progressive skill practices, and minor games.

The Program

The usual lesson begins with a warm-up activity, followed by a number of whole-body movements of a vigorous nature, involving bending, twisting, jumping, stretching. After this, a new activity may be taught and practices or an old activity may be polished up under direct teacher supervision. The most important part of the lesson comes after this when the children go to various activities in groups, under pupil leaders. After some time at one activity, all groups change round. The lesson can finish with a game, relay, or quieting activity.

The elementary school program is designed to develop simple gymnastic skills and games skills through progressive practices, and to build up organic vigor by running games, vigorous functional movements, and other activities. Social, intellectual, and spiritual growth is an important aim, also.

In past years, physical education in the elementary schools has been patterned on the British 1933 Syllabus. This syllabus has now been replaced in England by "Moving and Growing", a more child-centered approach in which children are led to explore the possibilities and delights of move-

ment with and without apparatus. This is bound to have considerable influence in New Zealand physical education.

The Teachers

The junior highschool has had a rather sporadic development in New Zealand and many elementary schools still retain their senior classes. Junior highschools, like the senior highschools, have specialists physical education teachers. These may come from one of two sources. One source is the Teachers' Colleges from which graduates are selected each year for further specialist training.

At the end of one year of special training, these people can join the education departments itinerant staff, which helps the elementary school teacher, or they can go into junior, and even into senior highschools. Although these teachers lack depth in training, they have personal attributes which help them overcome this lack. They are hand-picked students, highly personable, intelligent, and nearly always become excellent organizers and teachers.

Prior to 1952, with the exception of some imported English women, all New Zealand physical education teachers came from the Training Colleges. In 1952, the first university-trained specialists entered New Zealand highschools. The School of Physical Education, under the directorship of Mr. P. A. Smithells, began operations in 1948, and has continued since to offer a three-year course designed to prepare specialist teachers for the highschools. These students must do a further year in a Teacher's College after university graduation in order to become eligible for a trained-teacher's certificate. There are, just as in America, more positions than there are teachers available to fill them.

Time Arrangements

New Zealand secondary schools are part of a centralized system, and all schools are subject to the same syllabus regulations. Highschool pupils are required to take two hours of physical education per week, one half hour of which can be devoted to organized games. Sometimes this provision is used to get the whole school out at the same time for organized games, with supervision supplied by the whole school faculty. This is, all too often, of little benefit to the pupils. In such schools, the remaining hour and a half is divided into two periods.

Other schools have three periods of physical education in lieu of the mass-sports period. In any event, most children have at least one physical education period, devoted to games. The remaining periods are usually the "mixed-bag" lesson, organized on much the same lines as the elementary school lesson. One or more of the lessons for girls will usually place a decided emphasis on rhythmic gymnastics, or one of the forms of dance.

A Deficiency

One important weakness in the regulations is that physical education is not required for senior class pupils (sixth forms). As the school leaving age is fifteen, the pupils remaining in the senior classes are usually destined for the university, where there is, also, no required physical education.

Although these pupils are able, like all New Zealand pupils, to play as much sport as they wish, there is lost a wonderful opportunity to orient senior pupils towards activities with carry-over value. The private schools for girls are more aware of this than the public schools and persist with physical education right up to graduation.

Organized sport for everyone is an important feature of school life. Faculty members are expected to coach and supervise sports after school hours, in summer and winter. In Auckland, where I live, many teachers spend most of Saturday morning, supervising and coaching teams under their care. In country areas where there are no rival schools at hand, teachers escape this extra duty.

Similarities

American and New Zealand physical education have many similar problems. The struggle for improved facilities, improved avenues of promotion, better programs of professional recognition, and so on, is much the same in both countries. A source of strength for New Zealand in this struggle will be better qualified teachers. I hope that many New Zealanders will be able to come to the United States for advanced degrees, and to learn first hand, something of America's important and original contribution to physical education.

MARY'S LITTLE COLD

Mary had a little cold, but wouldn't stay at home;
And everywhere that Mary went, the cold was sure to roam;
It wandered into Molly's eyes and filled them full of tears,
It jumped from there to Bobby's nose, and thence to Jimmy's ears.
It painted Anna's throat bright red, and swelled poor Jennie's head;
Dora had a fever, and a cough put Jack to bed—
The moral of this little tale is very quickly said. . . .
She could have saved a lot of pain with just one day in bed!

—Lucy Thibault (West Virginia Health News)

Athletics and Intramurals

John R. H. George

ALL OVER THE country, school enrollment is mounting. Schools are growing in size, helped in many places by consolidation. Yet we find that even if the school size has doubled, the same number of boys participate in interscholastic sports. What was a reasonably good interscholastic program ten years ago in a particular school may be totally inadequate now with a doubled or tripled enrollment.

Participation

Thus, at our school, only 7% of our boys played football this fall, less than 5% basketball and baseball; and furthermore, virtually the same boys, with a few exceptions, played all three sports. This means that approximately 90% of the boys are encouraged to become bleacher athletes while the 10% who least need the benefits of school sports are showered with a disproportionate amount of public funds and facilities. Unfortunately, this is a junior high school, which means that hundreds of boys who are immature physically and emotionally will never have the opportunity to play on a varsity team. For what chance have they in the 10th, 11th and 12th grades against the early developers who have already had intense training for three years in the 7th, 8th and 9th grades?

Since this situation is multiplied hundreds of times nationwide the result is that literally millions of boys are underprivileged athletically. Small wonder, then, that colleges have little trouble filling their huge stadiums with thousands of young men inactive since grade school, who come to be entertained by the professionals.

Our hard core of highly trained youngsters go on and sweep their specialties in the Olympics every four years, but at what a price!

We are supposed to be educating the whole child and all the children. No one recognized the need for wholesome physical activity more than the Greeks with their principle of a "sound mind in a sound body." Because physical activity is natural and preventive in nature, it should be recognized as the most important part of guidance.

Providing benefits for only 10% of our boys is not good enough in a democracy and certainly unsound educationally. The junior high school age is a critical age for the emotional and physical growth of the adolescent boy. This is when he feels the acute need to belong to a group and he should never have to suffer the ignominy of being cut from a squad. He should be made to feel that he is wanted and a necessary adjunct to the well being of the group.

Intramurals the Answer

Yet every good physical educator has the answer in intramurals if he cares to use his imagination. To be successful, intramurals must receive the same drive and imaginative leadership that characterizes the typical successful coach.

With the help of an understanding faculty and principal, I have been able to make progress in this direction this year by initiating a strong intramural program, utilizing the HOUSE system.

Our 7th, 8th and 9th grades are divided into twelve divisions, comprising some 480 boys. The whole school was divided into four "Houses," and each house then had three divisions from each grade. These houses then elected two 9th grade boys to be captain and vice-captain for the whole year. Since these captains referee games, supervise practice sessions and are responsible for equipment, we have a weekly meeting to discuss problems and go over game rules. In addition, each division has its own captain and vice-captain who assume responsibilities during the physical education classes.

Games are scheduled on a double elimination basis in the following sports: touch-football, soccer, volleyball, rugby, track and field, baseball 9th, softball 7th and 8th.

Each grade is scheduled against teams from the same grade; i.e., 9th vs. 9th, but from the other three houses.

Points are awarded for the winners and runners up. These are totalled at the end of the year, the winning house having its name and captains' names inscribed on a permanent plaque.

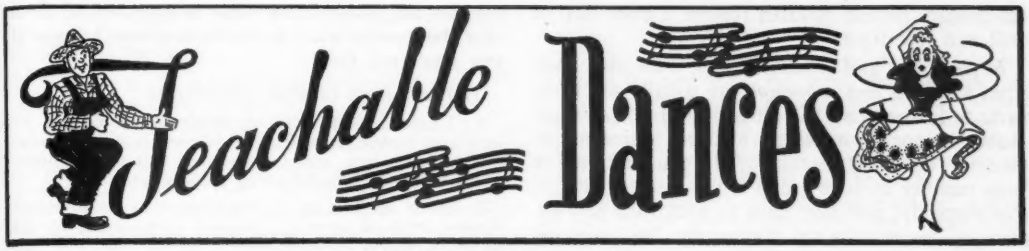
Basic fundamentals for each game are taught in the physical education classes. Thus the intramurals flow naturally from the physical education classes. It follows that interscholastic athletics should grow naturally out of the intramural program. Thus, if the basketball coaches would spend their time and energy with each House team, the number of boys receiving the necessary fundamentals, and more important the attention, would be quadrupled.

Concluding Statement

Coaches will shudder at the thought of training so many. "What about my (winning) team?" would be the outcry.

The answer is another question, "Can we afford NOT to have our boys participating?" and "Why DO we play?"

"Good public relations is getting the right facts to the right people at the right time and in the right way."



Edited by Harry Grabner

Our guest caller is Henry Lohse, principal of the Lowell School in Indianapolis. Prior to his present position, he was a teacher of physical education in the Indianapolis Public Schools for 15 years. He has been active sponsoring square dancing for beginners, both adults and children. As he explains it, "I love to teach beginners to dance. When it comes to the more advanced dancing, I like to participate!"

He has taught a number of beginner groups, both in schools and churches in Indianapolis, and at present is starting square dancing lessons at his new school, for adults and children.

Mr. Lohse is a member of the Greater Indianapolis Square Dance Callers Association, and of Phi Epsilon Kappa.

Hints on Teaching the Beginning Square Dancer

Henry Lohse

MANY POTENTIALLY fine square dancers have been lost because some ambitious caller did not plan easy, pleasant learning experiences for the beginners group. Without eager, enthusiastic beginners, the square dance movement will suffer immeasurably. If the movement is to grow, the caller's responsibility for keeping the beginning group interested and active will be an important one.

The problems that confront one who is attempting to teach a beginners group are many. He is called upon to perform feats of magic. He must be able to transform a group of shy, yet eager, folks into friendly, self-reliant dancers, some of whom have never had a dance lesson in their lives! He must be a planner, organizer, teacher, a human dynamo with a captivating air about him, and have the patience of Job thrown in, too! This is said not to discourage young callers, but rather to point up the necessity of careful planning.

Those of you who have been in the teaching profession for some time will agree that there are many principles of good teaching that are often forgotten or neglected. Occasionally it is well to "dust them off" and review them. For those who are going to teach square dancing to beginners, these same principles may act as guide-posts along the way. The experienced caller should never allow himself to feel "smug" lest he forget some of these very basic principles of good teaching:

Learning is an active process. We learn by doing. Don't allow your group to be idle too long. Keep them active and alert. Don't let them be lulled to sleep by lengthy explanations. Experiment in being concise.

Learning begins where the learner is, not where the *teacher* is. Try to find out what the group knows. Very often the beginning dancer knows much less than the caller realizes. There are many instances where an experienced caller loses his group because he assumes they know the "simple" steps or pattern of the dance.

Plan your work and work your plan. Some plan of attack, no matter how meager it may be, is better than no plan at all. An experienced caller will plan more than he expects to accomplish. Lack of planning will cause embarrassment and frustration, both on the part of the caller and the learner. No amount of planning can be too great. You will experience a great thrill when your detailed plan works out well.

Proceed from the known to the unknown, from the simple to the complex. In most instances, the caller should start each lesson with something familiar to the dancers. A short review at the beginning of each lesson will start the group out with a good feeling. As the lesson progresses, introduce more complex material but make sure you are not going too rapidly. Ask yourself the question, "Is the group ready to learn this new material?" The lesson should be completed with dances or steps that the group have enjoyed in past lessons or the current lesson. The emphasis should be on fun, coupled with the feeling of having had a wonderful time. This will make them want to return next time.

The activity must suit the age, interest and capabilities of the group. This will mean careful planning on the part of the teacher. Adjustments will have to be made. It may mean changing the tempo of the music in some instances, selecting appropriate dances suitable to the age level, or making effective use of drill and repetition with certain

age groups. Young children require a great deal of drill and repetition.

Explanation and *demonstration, trial and criticism,* and *drill and repetition* are usually the three parts to instruction. We often neglect one of these phases in our desire to push ahead. Give ample time for drill and repetition. If you find that a large number in your group is not doing a certain step correctly, you may have to backtrack and explain or demonstrate the step again. You may try it with a new approach. Perhaps your first explanation was not simple enough, perhaps it was too "wordy."

Instructions should be brief and to the point. Nothing will keep them away more than those "long winded" explanations. Your group wants action, no long and involved speeches. Don't try to cover too much material in one explanation. Explain one short part of the step briefly, then let them try it. Then present a second part of the step, let them try it. Now put both parts together and try it, etc. This is the progressive-part method of teaching. A long explanation of a simple activity may convince the learner that the activity is very difficult, perhaps too difficult for him to master!

Use strengthens, disuse weakens. The more often we repeat an action, the more automatic it becomes. Give ample time to drill and practice of the various steps and dances. Emphasize to your dancers that it is of utmost importance during the early learning stages not to miss a lesson because the longer they stay away, the harder it is to pick up again the steps that they had learned.

Enthusiasm is contagious. Create a desire to learn on the part of the pupils by letting some of your enthusiasm rub off on them. You are selling a product of value that will give many pleasurable hours of fun to many fine people. Show that you believe in your product.

Praise is a greater educational force than blame. The caller must encourage his group by praising them for work well done, but at the same time he must not overdo it. In no case should he give praise falsely.

Kindness is the first quality of a good teacher. Don't let yourself be irritated by natural behavior, especially of children. Shouting at the group accomplishes little. Silence very often will accomplish much more. Experiment in finding ways to get the attention of the group. When you find a good one, remember it. Very often the method that worked with children will not work with adults, and vice versa.

Be firm, but be fair. Most of us will remember the teachers we liked best as those who were firm with us in school, and yet they were fair along with this firmness. An unjust accusation or criticism may do a great deal of damage. In a pleasant manner, let the group know what is expected of them (for they really want to know, and won't know if you don't tell them!)

Here are some helpful suggestions:

1. Teaching (especially of children) should not resemble a contest in which the teacher is pitted against the children. It is well to remember that proper supervision will help in maintaining good order.

2. Stress the fact at various times that "good square dancers are good listeners." A good suggestion is for the caller to remind the group that a person who talks constantly will not only be unable to hear the calls, but that others will not be able to hear either.

3. Observe common mistakes and re-emphasize correct performance.

4. Good manners should be stressed. Everything about square dancing smacks of good manners. With children, stress the fact that the lady usually precedes the man, he is gentle with his partner, etc.

5. Change positions occasionally. Don't be guilty of having someone say "I can't be anything but couple four." Arrange a rotation plan whereby each couple will rotate one position each dance, thus giving opportunity for each couple to practice each position in the square.

6. Clapping, stamping, and yelling are taboo unless they are a specific part of the dance.

7. Devise a plan for odd couples who are left out. Very often the caller need just mention that some folks haven't taken part and some couple will volunteer to drop out for a dance. Either devise a rotating plan for the odd couples or let your group suggest one.

8. Children's activities should be culminated at the time set. You may have irate parents on your hands if you continue beyond the time set for completion of the evening's activities.

9. Explain to the group what they should do if they get mixed up. Usually, the simplest way is to return to home positions and fit in again at the most opportune time. Discourage arguing over who was at fault for the mixup. Laugh off mistakes. A good place to come in is with the "allemande left" call.

10. Discourage any plan for an undetermined number in a small space. It is better to know ahead of time what to expect. This means planning with those who are organizing the group.

11. Admit mistakes and don't try to cover up for them. The caller "goofs" occasionally, but who doesn't?

12. Be sure you can be heard. Don't ignore those who cannot hear you. Make certain that those in back of the room can hear as well as anyone else on the floor. If nothing is said, you may be able to tell if they can't hear by noting mistakes being made.

13. Take care of the physical conditions before starting. A cool room before starting will make them want to get up and get warm. Be sure there are chairs for those who wish to sit out, and enough chairs for all to sit down between sets or dances. The need for refreshments should be taken care of beforehand. Be careful of spilled drinks on the floor. Check the temperature of the room occasionally during the evening and make any needed adjustments.

14. A slow-fast control on your record player is very helpful in the learning stages. Go no faster than the group is capable of moving in teaching. If your outfit does not have a slow-fast control, select records with care.

15. Adhere to uniform or accepted nomenclature. A good caller should be familiar with the accepted terms and dances used in his area.

16. Impress beginners with the fact that they should dress comfortably. High heels or rubber soles will tire a dancer in short order.

17. There are three main types of calls:
Singing—to certain tune
Patter—near continuous flow of rhyming
Prompt—no fancy trimmings, call precedes action.

Try to find the type of call that you like, but try to develop ability in all three. As you progress, develop your own style. You will soon know what you do best and what appeals to the dancers.

18. It is important that a caller understand progression in order that the dancers experience the thrill of success as they learn. The known factor is the partner, the unknown is the corner. Teach them the partner, then the corner (with the accompanying bows and smiles, of course). The simple fundamentals of circling left and right, the simple do-sa-do, the allemande left, and swing your partner, promenade, would naturally follow. Patter calls will give practice in these simple fundamentals. You may find a few singing calls with these fundamentals involved. These simple fundamentals are followed in subsequent lessons with the grand right and left, ladies chain, right and left through, etc.

19. Along with your square dancing, teach the common two-step, the schottische, the polka, the waltz, the varsouvianna. Your dancers will find great pleasure in these fine dances. Many excellent records of these dances are on the market today. They can be used for breaks between sets in your lessons. Just put the record on and you will find that the dancers can't resist them!

20. Keep it simple! Don't be too concerned with all the new dances that are on the market. Teach a few simple dances well for the love of it. Let's laugh and have fun and not become too serious about the whole thing. Only then will all of us, dancers and callers alike, find the fun and enjoyment we are looking for.

Now that you have read some time-tested principles, and some practical suggestions, one last caution: don't attempt to put them all into practice at once! Make a deliberate attempt to use several that seem important in your teaching the next time you meet your group, and add others as needed.

RHYTHM LINGO

You're off the beam
Unless you know
"Allemande Left"
And "Dos-a-dos,"
"Swing your partner,"
"Balance all,"
And every movement
The Callers call.

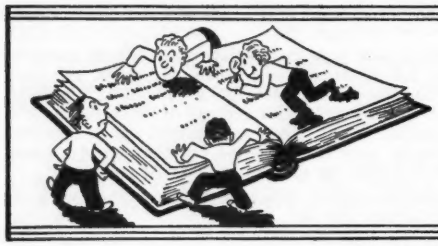
Dig that rhythm
Of drum and fiddle,
"All hands round,"
"And down the middle."
Shake a leg
And your chassis, too,
When you "Chasse left"
As the others do.

Old-fashioned dances
Are going great;
If you can't strut 'em
You're out of date;
Get hep to lancers
And Virginia reel,
Or you've got no soul
And are just a heel.

"Forward and back,"
Do a buck-and-wing.
While your feet go nuts
And your pulses sing.
Stomp and romp
With your lady fair—
If you don't square dance,
You're just a "square"!

Maine Association for Health, Physical Education and Recreation.

—Burton Braley.



BOOK Reviews

Edited by K. W. Bookwalter

DANIELS, LUCILLE; WILLIAMS, MARIAN; WORTHINGHAM, CATHERINE, *Muscle Testing Techniques of Manual Examination,* (2nd Edition), Philadelphia, W. B. Saunders Company, 1956, 176 pp., $4.00.

This revised edition is concerned with the administering of manual muscle tests to determine the degree of muscular weakness. The authors give clear detailed descriptions for each area tested. Also included are drawings depicting each manual muscle test with the description for each position shown and how it is scored, ranging from normal and good to trace and zero. A sequence in testing is suggested to avoid subject fatigue and minimizing the length of time necessary for the tests.

The book not only contains a good bibliography, but has an historical chart comparing different methods of grading manual muscle tests developed by other investigators.

The book makes a valuable contribution to the field of physical education.

SAM NEWBERG.

GEHRI, FRANK H., *Illustrated Games and Rhythms for Children, Primary Grades,* Prentice-Hall, New York, 1955, pp. 196, $3.95.

Experienced public school leaders have compiled their years of application of these 203 activities into an extremely functional source. The source is suitable for kindergarten through third grade children in class, at camp, or on the playground.

The variety of tyes of activity includes fundamental, animal and mechanical rhythms, dancing and singing games, tag games, special events, circle games, goal games and races and relay games.

Lively illustrations and an attractive format embellish the carefully graded activities. Music is present where needed, and objectives are given for each activity class.

A very practical source for games and rhythms for the indicated grade levels.

KARL W. BOOKWALTER.

HOHMANN, GEORGE, AND JEGEL-STUMPF, LENA, *Orthopadische Gymnastik,* Georg Thiem Verlag, Stuttgart, Germany, 1957, 138 pp., $4.65. (Intercontinental Medical Book Corporation, New York).

This handbook is in its third revision, is written in German; copious pictures and drawings accompany the textual material. One familiar with the field but not with the language could still profit from this source book.

Kyphosis (round back) exercise for lying and sitting, hanging, kneeling, standing and walking are outlined and depicted.

Lordosis (hollow back) exercises for lying, hanging, kneeling, standing and walking or moving are likewise outlined in detail. Some attention is given to the stiff or flat back.

Exercises for scoliosis follow a detailed description of the nature and causes of the defect. Exercises for restoring the flexibility and strength of the arm and leg muscles and arches of the feet conclude the text.

An annotated bibliography is included.

KARL W. BOOKWALTER.

KRANZ, LEON G., *Kinesiology Manual,* St. Louis, The C. V. Mosby Company, 1956, 224 pp., $3.75.

The author introduces this manual with a brief discussion of the lever system, kinds of joint movements and names of different movements, all with appropriate drawings, under the chapter heading, Movements in Joints.

This latest edition has vastly improved the study of each muscle with its accompanied drawings by adding specific exercises to strengthen that muscle. The manual also includes a chapter dealing with the analysis of golf which will aid students immensely in the study of human motion.

The manual is divided into ten chapters giving the origin, insertion, leverage, action, observation and exercise of over 100 muscles. Suitable review questions follow each chapter.

This manual is well illustrated and written in such a manner as to warrant consideration for use by teachers and students.

SAM NEWBERG.

LAMKE, TOM A.; RHUM, GORDON J.; AND WOODCOCK, BERTRAM L., *The Effectiveness of the Aetna Drivotrainer in Driver Education,* Hartford, Aetna Casualty and Surety Company, 1956. pp. 20.

This research was undertaken at Iowa State Teacher's College to assess the worth of the Aetna

Drivotrainer as a substitute for part of dual-control car instruction.

Public high school students at Waterloo and Cedar Falls, Iowa were subjects. They were administered the *Iowa Driver's License Score Sheet* and *A Final Driver's Test* by Woodcock. The two tests correlated .86. The reliability of the latter test was .70.

The hypothesis tested was that there is no difference in the effectiveness of the instruction which utilized the Drivotrainer with 3 hours of dual control instruction and instruction without the Drivotrainer but with *6 hours* of dual-control car driving.

It was estimated that from $12,000 to $16,667 annually could be saved by use of the Drivotrainer.

KARL W. BOOKWALTER.

LATCHAW, MARJORIE, A Pocket Guide of Games and Rhythms for the Elementary School, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1956, 316 pp., $2.50.

This small ring-bound book is intended to provide games and rhythms suitable for all elementary grades. The games are organized according to special skills attainable, the order of difficulty and the specific grade level usable.

The major units of the book with their chapter headings are: Running-Tagging Games; Throwing-Catching Games; Kicking Games; Striking Games; Relay and Races; Rhythm Games; and Classroom Games.

A unique feature of this book is the inclusion of an evaluative check list after each game. This method pinpoints the growth and development of children as derived from the criteria listed in the introduction to the book.

It is a concise and valuable text to those in the area of elementary education who are interested in the total education of the child.

SAM NEWBERG.

LEIBMAN, MYRON, *Education as a Profession*, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1956, 540 pp., $6.00.

This book is an analysis of education as an occupation as opposed to a profession, which the vast bulk of the literature on professional education assumes. The author has set up criteria for a profession and then describes education in light of these criteria. He has considered such topics as: aims and objectives of education; the role of the school and the teacher in our society; the development of educational sciences, certification, and accreditation; educational ethics; authority and autonomy in education; educational organizations, salary; teaching loads and hours; tenure; and many others.

The author has compared the professionalization of education in light of similar problems in other professions. He has approached education in a critical manner, criticizing controversial issues and assumptions which are not founded upon adequate proof.

JOSEPH ERRINGTON.

LOGAN, GENE A., ET AL., *Student Handbook for Adapted Physical Education*, Adadon Press, Los Angeles, 1956, 54 pp., $1.00.

This handbook was designed specifically for students enrolled in Adapted Physical Education at the University of California, Los Angeles. It is adaptable, however, to other institutions at college level. The objectives of the program are outlined in laymen's terms.

The program is based upon medical diagnosis and recommendation of the student health service. Therapeutic exercise are specifically selected for ankle, foot, knee, back shoulder, stretching and general body conditioning. Exercises are depicted by profuse illustrations.

Sports include aerial dart, archery, badminton, box hockey, deck tennis, golf, handball, horseshoes, paddle tennis, ping pong, shuffle board, tetherball, volleyball, and wall tennis.

This brief manual, conveniently pocket-sized should be quite helpful for teacher and student alike.

KARL W. BOOKWALTER.

MCDANIEL, HENRY B., *Guidance in the Modern School*, New York, Dryden Press, 1956, 526 pp., $5.75.

This book is written in the belief that the functional guidance program is a whole-school program, involving the teacher, the specialist, the administrator and the parent. Guidance does not fit into a school of thought, but is based upon knowledge of human nature and approaches to it.

The book considers four aspects of guidance which the author views as critical to the counselor in modern schools: (1) identifying and serving the needs of the young people; (2) systematic study of each individual; (3) the informational program; (4) the principle and practices of counseling.

It is intended to serve as a basic text for those entering the field of guidance.

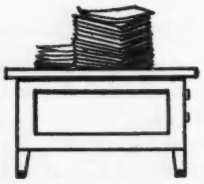
JOSEPH ERRINGTON.

PRUDDEN, BONNIE, *Is Your Child Really Fit*, New York, Harper and Brothers, 1956, 182 pp., $2.95.

The author discusses, at some length, the White House Conference on Physical Fitness, and the degree of unfitness in this country. She discusses, also, the effects of unfitness upon the country and considers what can be done about it. She feels that, if the country as a whole should choose, a change of emphasis could improve the situation.

The Kraus-Webber fitness test is described and exercises for home use, for the whole family, are recommended.

JOSEPH ERRINGTON.



Recent ARTICLES

Edited by K. W. Bookwalter

Allee, Ray G., "Hillsdale High School, San Mateo, California", *Journal of Health-Physical Education-Recreation,* 28:8-9, 30, January 1957.

This article describes the facilities of the Hillsdale High School, San Mateo, California and the procedures used in their development. A prize-winning building, this school is worthy of study.

The plans were the result of an extensive program of joint meetings where the health, physical education, and recreation programs, the intramural and interscholastic athletic programs and community use of the building were projected. The building plans were then prepared with these projections in mind. Tentative architectural plans were prepared for the physical education staff to evaluate for possible changes and improvements.

The facilities included in this building are: boys and girls gymnasium, two all-purpose rooms, physical education classroom, outdoor diving pool, outdoor swimming pool, locker rooms, team rooms, two lobbies (accessible to the boys and girls gymnasiums), and outdoor facilities.

Several unusual features of the indoor facility include overhead prismatic lighting, exhaust systems within lockers, and lobbies which serve as a foyer for the public, and as a meeting place for the physical education classes.

JOSEPH ERRINGTON.

Anderson, Joseph G., and Peterson, Al, "Uniondale High School, Uniondale, New York," *Journal of Health-Physical Education-Recreation,* 28:10-11, 18, January 1957.

The school plan for this Long Island high school was based upon the recommendations of the Curriculum Planning Committee of the school, as well as the projections for the intramural program and the spectator competitive program. The Facility Planning Committee was composed of the physical education teachers in the school system and lay advisors from the community.

The facilities included in the plans are: boys and girls gymnasium, locker rooms, multipurpose gymnasium, natatorium, team room, and rifle range and outdoor facilities. A rather complete description of most of these facilities is given in the article.

This building is very new and a critical evaluation of the facilities has not been made.

JOSEPH ERRINGTON.

Henning, Dolores, P., "The Lives You Save by Driver Training", *The National Schools,* 59:56-59, February 1957.

The program is based upon an intensive period of 'practice car' training before the 'behind-the-wheel' experience. The 'practice cars' were made in the school shops and consist of a single adjustable wooden seat with a steering column and wheel, column mounted gearshift, clutch, brake, and accelerator. This equipment is wired to a central panel of lights from which the instructor is able to detect errors of operation and reaction.

A unique testing device is the use of a moving picture projected onto a screen in front of the class, showing various traffic conditions from within an automobile. The pupils drive as if they were in the car. The drivers reactions are shown on the panel. Psycho-physical tests are also used as teaching devices.

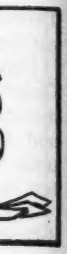
The drivers "behind the wheel" experiences are provided on a school driving range, constructed to provide a variety of common road and traffic control conditions. The school owns 18 automobiles, three of which are kept in reserve for emergency conditions. These cars are replaced every five years.

This article also considers costs of the different types of driver training programs and the problem of driver education teacher selection.

JOSEPH ERRINGTON.

Leonard, A. T., and Van Hartesveldt, Fred, "Counselor—Camper Relationships", *Camping Magazine,* January 1957, pp. 11, 12.

This article describes a rather unique counselor training program designed to develop better leadership through a better understanding of the camper. While using the psychologists approach to the camper, care was taken not to develop amateur psychologists by approaching the subject from the point of view of *defenses* found in children. The informal training sessions first considered defense mechanisms using vernacular descriptive phrases for psychological terms. The counselors later had op-



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The results of this program were evidenced in better campers; improved social development, and participation in the program. The counselors job as leaders was considerably improved as they were better able to handle the problems which did arise. The camp itself was improved in terms of operating efficiency, program, and greater attainment of the camp objectives.

JOSEPH ERRINGTON.

"Multiple-Use High School Gymnasiums", *Journal of Health-Physical Education-Recreation,* 28:8-13, 18, 30, January 1957.

This symposium gives three excellent examples of different approaches to one consideration—multiple use of high school gymnasiums and athletic facilities.

Aside from serving as examples of multiple use of facilities, these articles also illustrate some of the basic principles of planning facilities for health, physical education, and recreation. The necessity for complete joint planning of the architects, physical education staff, curriculum and program planners, and community recreation leaders is clearly illustrated in these articles. These articles also bring out the necessity for long term planning, giving careful attention to the programs to be conducted and the people who are to use the buildings. Further, they illustrate the trend toward the use of the gymnasium and facilities for community recreation purposes.

Facilities which these articles show to be common in these schools are the inclusions of a separate boys' and girls' gymnasium, locker rooms, a swimming pool, and outdoor facilities. Further, all three schools use the boys gymnasium for indoor spectator sports.

JOSEPH ERRINGTON.

Prendergast, Francis V., and Prendergast, John, "Kelly High School, Chicago, Illinois", *Journal of Health-Physical Education-Recreation,* 28:12-13, 18, January 1957.

This article describes the planning of a Park-School type of building and the multiple use of such a facility. This school was jointly planned by the Park District and the Board of Education.

The plan adapted an existing high school to a new purpose. Where the old school was very limited in outdoor facilities and areas, the Park District bought adjoining property, improved it and is maintaining it, with the specific use of this area by the school in mind. The old school was adapted for use by the Park District and joint use of facilities has been set up.

The Park District, when using school facilities provide their own supervisory staff. Teachers from the school are hired where possible, to facilitate the liaison problem.

This type of plan has proven very satisfactory in this school and provides facilities for the school and the Park District program.

JOSEPH ERRINGTON.

RYSER, OTTO E., "Proposed New Method of Scoring Dual Gymnastic Meets," *Scholastic Coach,* 26; 1: 65-69, September, 1956.

One of the important problems in the growth of interest in gymnastics is spectator appeal. At present, only the expert is aware of all the competitive factors involved in a gymnastic meet. This article proposes a solution to this problem with each coach ranking his competitor in order of their ability with the best man last. Each pair of competitors, as matched by the coaches, compete one after the other, a winner being announced as they have finished.

This process heightens the feeling of competition, gives the competitive results immediately, keeps team scores in the foreground, and lastly it is easier to deal with standards of comparison and helps the judges obtain a greater level of objectivity.

The weakness lies in the integrity of the coach who might juggle the lineup to his advantage. Another weakness lies in the loss of the individuality of the meet, the winner not necessarily being the best gymnast or giving the best performance.

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CHUCKLES

Wolf: One who enjoys life, liberty and the happiness of pursuit.

Solomon was the only man in history who could truthfully tell a bride that she was one woman in a thousand.

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Noteworthy People in the Profession

Edited by K. W. Bookwalter

CHARLES C. COWELL, professor of Physical Education and Director of the Graduate Curriculum at Purdue University, was born in Joliet, Illinois, on June 24, 1896.

Dr. Cowell received the B.S. degree from Springfield College in 1921, the M.A. degree from Clark University in 1926, and the Ph.D. degree from New York University in 1935. After serving as director of physical education in Ridgewood, New Jersey, he taught at Robert College in Istanbul, Turkey. Upon his return to the United States he became Associate Professor of Psychology at Springfield College. From Springfield, he went to Ohio State University as Associate Professor in Health Education. Later, he went to Purdue University where he is at the present time.

He has served the profession locally, nationally, and internationally as a member of numerous committees and chairman of many. In 1944, he was sent to the Near East as Regional Director for UNRRA. He has been on numerous committees for the Indiana AHPER and the AAHPER, and has also served as consultant for the Educational Policies Commission, N.E.A. He is currently president of the American Academy of Physical Education, and a fellow in AAHPER.

Dr. Cowell is author of over 30 articles and one book, *Scientific Foundations of Physical Education.* He is co-author of *Curricular Designs in Physical Education.*

CHARLES C. COWELL

ESTHER L. FRENCH

ESTHER L. FRENCH was born in Broadwell, Illinois, April 29, 1908. She received a diploma from Illinois State Normal University in 1928. The B.S. and M.A. degrees were received in 1935 and a Ph.D., from the State University of Iowa, in 1942.

From 1928-31, she was supervisor of physical education in Lincoln, Illinois, and director of physical education at Lincoln College. Other positions include supervisor, East Side Schools, Aurora, Illinois, 1931-34; Instructor in Experimental Schools at Iowa 1934-36; Laboratory Schools of University of Chicago, 1936-38; University of Iowa, 1938-42; University of Minnesota, 1942-44. She has been chairman of the Department for women at Illinois State Normal University since 1944.

Memberships and offices held include: Chairman, Research Section; Chairman, Measurements and Evaluations Section of AAHPER; Associate Editor of *The Research Quarterly*; Vice-president, NAPECW; Secretary, NSGWS; Parliamentarian, Board of Directors, AAHPER; Member of Research Council, MAPECW, NEA, and an active fellow in the American Academy for Physical Education. She is listed in *Who's Who in American Education,* and *Leaders in Education.*

Dr. French is co-author of *Health and Physical Education for Small Schools, Better Teaching Through Testing, Evaluation in Physical Education,* and *Administration of Physical Elucation in Schools and Colleges.* She has made numerous contributions to Sports Guides and to various Research publications.

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